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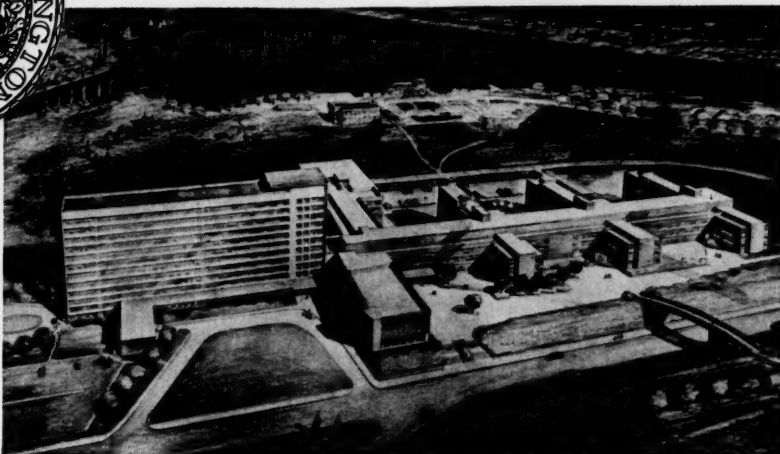
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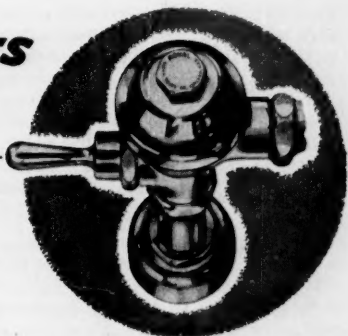
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THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

APRIL 1952

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# AMONG THE AUTHORS



A. J. Bartky

Stanford's dean of education could switch to psychiatry any day were it not for his delightful sense of humor. But A. J. BARTKY is playing omnipotent with his tongue in his cheek when he attempts, on page 35, to resolve the natural antagonisms that exist between administrators and trustees. Dean Bartky's brand of psychotherapeutics will give readers a welcome chuckle, as will Liz Gruse's drawings of an obnoxious school superintendent and a pair of bumptious board members. Adolph John Bartky was a Chicagoan from birth until 1941. Early a mathematician, he switched to school administration and eventually became president of Chicago Teachers College. During the war he was officer in charge of instructor training and assistant director of training activity for the navy. No doubt Dean Bartky's release of tension tactics would work also between professor and students.

DANA P. WHITMER is the man we approached to get an article on the Gary camp workshops, an immensely popular in-service training project undertaken in the Indiana steel city. We got the article—and it's good—but once a person's been mixed up in a camp workshop everything becomes a cooperative project whether it is making a curriculum, making a bed, or making a manuscript. So the article you will read on page 39 has been written as a project of the Central In-Service Education Committee of the School City of Gary. We can give you a line on Mr. Whitmer, however. He's assistant superintendent of Gary schools in charge of educational administration, was born a Hoosier but stepped over into Ohio for three degrees and seven years of experience as high school principal. Gary claimed him in 1947 as an assistant elementary school principal, and he's been going up fast. Nothing like in-service training!

If Paul Robeson wants to exalt Stalin in the auditorium of a Highland Park school, there is no hemming and hawing about the matter. The school board of this Michigan city has codified its operating policies. SUPT. MAX S. SMITH simply turns to page 62 of the policy manual and reads off the appropriate resolution. The foregoing situation is wholly hypothetical, as Highland Park audiences and Paul Robeson are hardly sympatics. Mr. Smith, who writes of school policy codification on page 62, is pursuing a doctorate in education at the University of Michigan. He started the chase when superintendent at



Max S. Smith

Reading; his course has been through North Muskegon, Niles and now Highland Park. He is a former Rotary president and belongs to the Economic Club of Detroit.



T. O. Smith

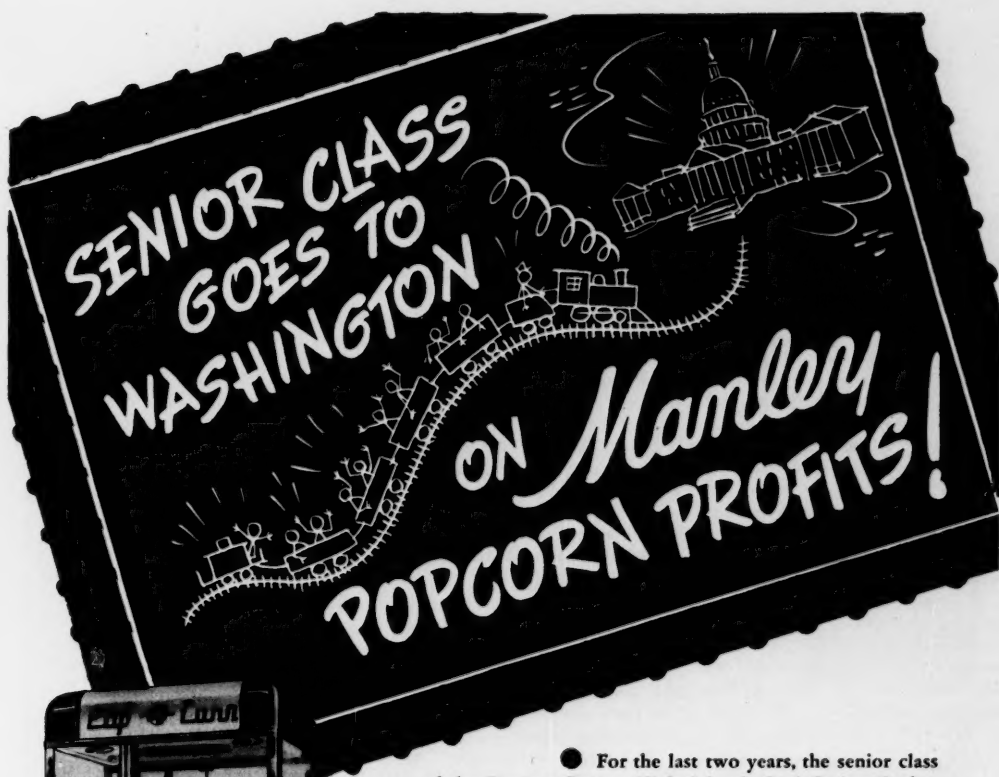
One reason citizens of Ogden, Utah, have been open-handed with the school building program probably is that the superintendent of schools has been open-hearted in the civic program. SUPT. T. O. SMITH (p. 64) is a member of the city planning commission, trustee of the hospital and school of nursing, member of the local Chamber of Commerce and of the Kiwanis Club. Loyalty to Ogden comes naturally to Dr. Smith as he was born there, studied there for 12 years, and has taught there since 1927, climbing the board of education's personnel ladder rung by rung. He received his B.S. and M.S. from the University of Utah and his Ed.D. from the University of Southern California.

It took a lot of patience and joint persistence to work out an improved teachers' salary schedule in one Connecticut school system, but it is now a going or ongoing arrangement, and everyone is happy and loves another dearly, or at least nearly—teachers, administrators and board. The story is told by ARTHUR P. BIXBY, now a district superintendent of schools for the Connecticut State Department of Education. The state department had a field worker who was very much in the middle of this long series of salary huddles. Read all about them on page 47.

MENDEL SHERMAN is one guy who shouldn't hate the army. It picked him out of an assistant principalship at Cincinnati, where he was already enamored of the possibilities of visual education and in due course set him down in a film library at Camp Berkeley, Tex. After officers' candidate school, he trained at the signal corps photographic center in New York and then was sent overseas as a photographic officer for 27 months during and after the war. He soon had charge of the signal corps film library in Paris and later became chief in charge of all film libraries in the European theater. On one assignment, he arranged for moving the entire central film library, repair shop and depot from Paris to Frankfurt; this job won him a citation. Next Capt. Sherman was sent on a special mission to Copenhagen to assist the Danish royal army and navy in their program of visual education. Now he is in charge of visual aids for the Cincinnati public schools (p. 82); he has produced several classroom films.



Mendel Sherman



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# Roving Reporter

**School Yard Skeleton Brings Excitement and Study Project to Fifth Graders at Ohio**

**Town . . . Chicago Picks Nine Pilot Schools for Training Program for Infants and**

**Toddlers . . . Health Project Includes Style Show, Shadow Play, and Tests of Sputum**

ARCHEOLOGY WAS NOT in the fifth grade curriculum of Bowling Green, Ohio, until two of Vivian Craun's "huntingest" and "findingest" pupils unearthed a large bone in one corner of the school yard.

Miss Craun concealed her fears, for she had been told that before the school bought the property, it had been a cemetery site. Perhaps in transferring the bodies a few had been overlooked, it occurred to her.

Now here was a remnant of skeleton lying on her table, drawing excited comments from all the pupils as they streamed in. By this time the two boy excavators were back at their diggings, encircled by eager school-

mates. One youngster had borrowed a spade; the other was using his bare hands furiously, canine fashion. They soon uncovered other anatomical specimens, which they disinterred with utmost caution. By late afternoon when the schoolhouse doors were ready to be locked, the teacher's table was strewn with sundry vertebrae and phalanges.

Next day Miss Craun's nervousness faded and her own excitement mounted, for the little archeologists brought in some very large bones, obviously not of human origin. Suppose the skeleton was that of a prehistoric mammal!

On the evening of the third day the excavating crew uncovered the creature's elongated skull. At once it was apparent that their find was not of scientific moment outside their own classroom. The skull, complete with teeth of heroic size, was clearly that of a horse.

Out came the reference books on horses, and soon the bones were being fitted together. A few of them had petrified. Comparisons with the human skeleton were made. Once the science studies are over, Miss Craun will not turn her back on Brother Equine Bones. The next angle is historical, and the children will trace the school property back to the days of pasture land, pioneer clearing, and primeval forest.

SINCE MANY OF THE CHILD'S HABITS and character traits are formed in preschool days it is reasonable that the school system may some day reach down into the home and start training infants.

That day is all but upon Chicago. Nine elementary schools have been named "pilot schools" for a trial run of a new course of study worked out under Paul R. Pierce, assistant superintendent in charge of instruction and guidance.

Covering the period from the day of birth until the child's fifth birthday, the curriculum is meant for home teaching by parents. Its use will be voluntary, of course, and school officials expect the parent-teacher associations of the nine schools to give the program impetus.

The course of study is in pamphlet form and is organized in terms of the nine major functions of living, around which the whole curriculum of the Chicago public school system is being reorganized.

When it comes to "enjoying wholesome leisure," babies and toddlers won't need much guidance, but in "meeting vocational responsibilities" they may require parental assistance. The pamphlet tells parents that toys may lead to a choice of career in later life. Parents are advised to help children learn not only about household tasks but about other kinds of work done in the neighborhood. The piggy

bank is recommended for economic education.

The pamphlet makes clear to parents what activities they can expect their child to engage in at various ages and what they should teach him before he enters kindergarten.

PUTTING ON A STYLE SHOW as a health project may sound a bit forced but not as it was worked out at Groveland Park School, St. Paul. Pearl Jewell, the principal, tells of it.

Called "Dress to Beat the Weather," the style show was presented before the entire elementary school. Rain and snow togs were furnished for models from each grade by a local department store; suitable all-weather garments were shown as well.

Another cooperative project in the 10 week program of health activities the school held required the aid of a local health laboratory. Illustrating "Don't Spit," the slogan on one of the health posters on which the entire program was based, the youngsters in one of the upper grades took samples of their own sputum, which they inocu-



lated in a culture medium. They watched the colonies of bacteria grow and were allowed to examine them under a microscope.

Another health project that was fun to do and see illustrated the posture poster titled "Straighten Up." It was a shadow play developed by the children.





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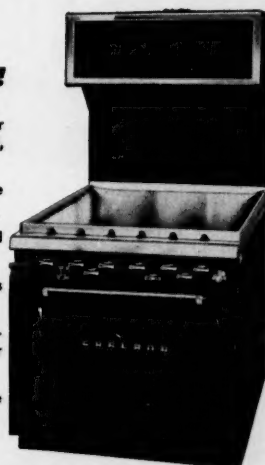
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# Questions and Answers

## Classroom Ceiling Heights

In the planning of a school building, what determines the height of ceilings?

The height of ceilings in school classrooms is determined largely by the problems of daylighting and natural ventilation. The shape and size of the room therefore affect the way that daylight and air can be admitted to the space and at what height from the floor.

In the old type of conventional room (too often still being built) windows

were placed next to the ceiling because that is the highest they can go for effecting a "throw" of light to the interior row of desks. Even so, this type of room does not control sky brightness, horizontal lighting, glare and excessive contrasts—all most undesirable—and dangerous from a physiological point of view. Conventional ceilings were then about 12 feet.

Newer and more progressive thought in daylighting and ventilation of classrooms has introduced interesting and effective methods of controlling these

physiological hazards. When light and air are controlled, these hazards are banished and a room can then be any height and shape that good teaching technics demand. Softer and diffused light from above the pupils' task surfaces will lessen eyestrain, compensating nervous fatigue, and will allow imaginative architects to create wholly new classroom shapes—challenging as the daydreams of childhood and as much fun. *All this is possible if the budget permits.*

Of course, a simple box with a 12 foot ceiling takes less effort, but is it an adequate classroom? Many think not. Ceilings in any room, classroom or otherwise, therefore should be located at that level that gives the interior space the best solution to a given problem, it being borne in mind that the basic esthetics of the room is just as important as its leakproofness and cost. There are dull solutions and there are imaginative ones. The shape of space has much to do with its imaginative qualities, just as does the crescendo in music or the basic action in a piece of sculpture.

The principal reason our room shapes may be uninteresting, regardless of their kind or use, is that we so often build our schools for minimum budgets, and minimum things of any character are usually minimum in excitement, esthetics and adventure. Surely our great democratic hope (our children) deserve better than this. We know it is cheaper to build boxes—and our children for the next generation will know it. They have too often been carefully taught in space that is limited to minimum budgets in a land of plenty. Surely ceilings unlimited are good for all of us once in a while, if only in a model school.—WALTER T. ROLFE, Golemon & Rolfe, architects, Houston, Tex.

## Dismissing Teachers

Is a superintendent justified in recommending to the school board the dismissal of a teacher who is not loyal to the administration and the school board?

A superintendent is always justified in recommending to the school board the dismissal of any teacher that he thinks is not giving satisfactory service and if proof is offered that disloyalty has made it impossible for the teacher to give satisfactory service.—PEARL A. WANAMAKER, Washington state superintendent of public instruction, Olympia.



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W. B. SPALDING..... *University of Illinois*  
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C. C. TRILLINGHAM..... *Los Angeles County Schools*  
JULIUS E. WARREN..... *University City Public Schools*  
W. T. WHITE..... *Dallas Public Schools*

## READER OPINION

### Continuity of Policy in Superintendency

Mosier and Baker\* say, on the basis of a study conducted by the Midwest Administration Center, University of Chicago: "Approximately 20 per cent of the 5767 superintendents in 12 Midwestern states are new to their posts each fall. This changing of superintendents of every fifth school system threatens the proper development of thousands of educational programs." They close their article by presenting seven appropriate implications, and no student of school administration could quarrel with any of the seven. There is an eighth, however, with which Mosier and Baker probably will not quarrel, which should go a long way to alleviate the threatening dangers that the University of Chicago researchers point out.

### PROBLEM DEFINED AND REFINED

It is not "this changing of superintendents" that "threatens the proper development of thousands of educational programs" but lack of continuity of policy from superintendent to superintendent that is basically at fault. Too many superintendents go to their positions hell-bent to put on their individual one-act shows without regard for what happened before or may happen afterward. Too many school systems have no ongoing programs which are supposed to proceed regardless of changes of personnel in the superintendent's office, but they expect each itinerant executive to put on his own show.

Most superintendents succeed predecessors who were successful. No two men anywhere need to cooperate so much as two who hold the same school superintendency, one after the other. A superintendent's first year in a position is not the time for inaugurating radical changes. The only exception is when the public and the school board are demanding a change, and such cases are rare. Even then, the new superintendent should gradually change over to a policy of stability as soon as possible and feasible.

Successful administration changes only as fast as it carries the public with  
(Continued on Page 134)

\*Mosier, Earl E., and Baker, John E.: *Midwestern Superintendents Are on the Move*, *The Nation's Schools*, 49:44-46 (January) 1952.



completes

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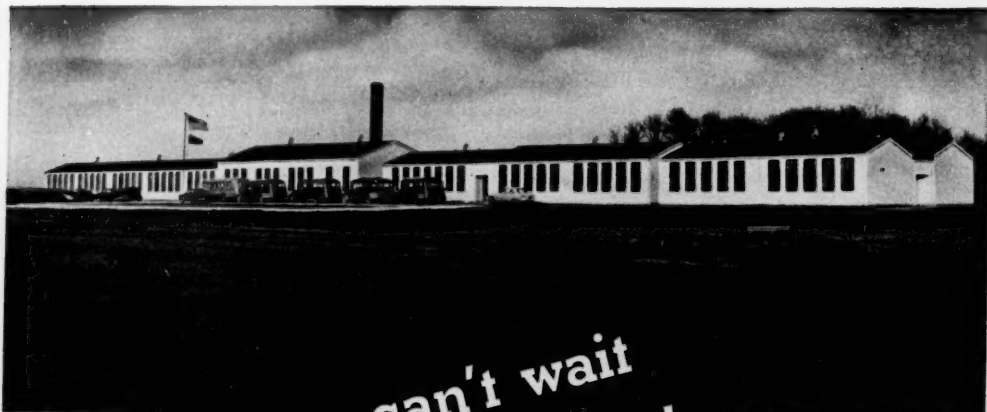
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If you need more classroom space you need it **NOW!** Children can't stop growing and each day's delay in providing necessary facilities deprives them of part of their heritage. Yet despite limited funds and rising building costs there is a sensible answer.

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circulate room air except when rooms are occupied at which time outside air is proportioned to the load. Temperature in both of these spaces, as well as in the Locker Room, is regulated by various Powers controls.

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**Powers MASTROL System of Control** is ideally suited for radiant heating. It has been widely used to control many types of forced hot water heating. Performance records show it unsurpassed for reliability. Maintenance cost is practically nil.

When problems of control for any type of heating or air conditioning arise, call Powers. Our more than sixty years of experience in supplying control for important buildings may be helpful to you.

(a81)



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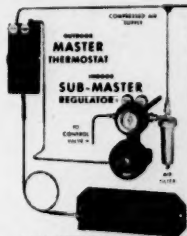
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**81 Powers Individual Room**  
Thermostats here, control...

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(packless, non-leaking type) which regulate heat in ceiling coils. Each room is provided with the temperature desired.



**Powers MASTROL System of Control**  
In each of 6 zones regulates the temperature of water circulated from steam heated hot water converters to various rooms. Temperature of water is maintained in direct relation to weather out-doors.

**Powers FLOWRITE Control Valves**  
Regulate steam to Hot Water Converters • Heating coils in Classroom Ventilators • Central Fan System in Auditorium • Large Unit Ventilators in Gymnasium.



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**Here's help in filling your school needs**

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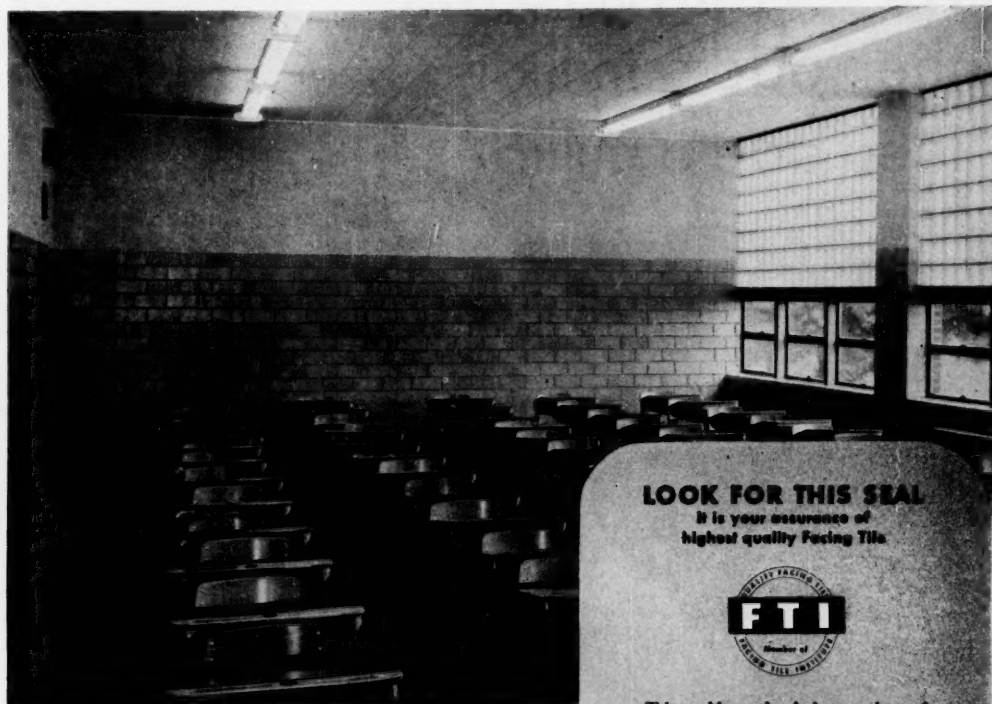
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**ADD A MILLION...**  
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 then add a million...



Add a million more children a year to school enrollment, and see what you get: too few classrooms.

This is especially significant since the U. S. Office of Education estimates that America already needs 54,000 new classrooms a year just to catch up to past population growth and to replace units that are completely obsolete. The million-student-a-year increase calls for still another 40,000 new classrooms a year.

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So, while you're planning, plan for the years. Talk it over with your architect and plumbing contractor, and let them know your preference for Crane.

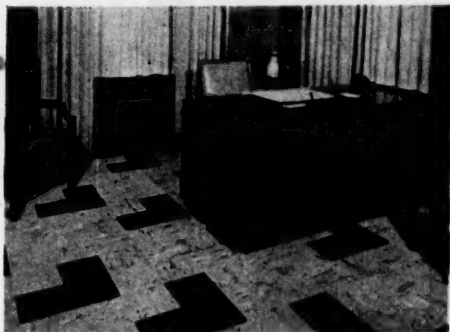


Crane Yorkshire lavatories of glistening vitreous china with shelf back, Dial-up controls and direct lift waste.

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#### COLORS ARE CLEARER

The vivid colors of Johns-Manville Terraflex Flooring have a clarity and warmth that add beauty to any interior—keep their *first day newness* for a lifetime. The wide range of marbled colors in harmonious and contrasting shades offers unlimited freedom of design.



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Terraflex is resistant to grease and oil, alkaline moisture and mild acid solutions. It is easy to clean and even caustic soaps which permanently damage other types of resilient floorings will not affect Terraflex—it cannot "wash out." Many different decorative inserts are available to add interest and individuality to floor design. Knife-fork and teakettle inserts are shown above. Moisture-resistant, Terraflex is ideal for laying over radiant-heated concrete floors in direct contact with the ground.



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FOR THE BEST there is in flooring—look to Johns-Manville Terraflex.

Send for a free brochure showing the full color line of Johns-Manville Terraflex and Asphalt Tile. Write Johns-Manville, Box 290, New York 16, N. Y.



## Johns-Manville

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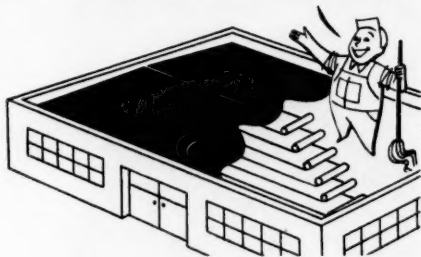




"There's a Johns-Manville  
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"Right! It's smooth-surfaced—  
has fireproof, asbestos felts"

"... and Asbestile® Flashings  
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## Yes—it's a Flexstone\* Roof

Each ply is a flexible covering of stone!

The secret of a Johns-Manville Flexstone Built-Up Roof is in the felts. They're made of fireproof, rotproof, weatherproof, enduring asbestos.

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Send for brochure BU-51A. Contains complete specifications for Flexstone Roofs and Asbestile Flashing System. Johns-Manville, Box 290, Dept. SI, N.Y. 16, N.Y.



\*Reg. U. S. Pat. Off.

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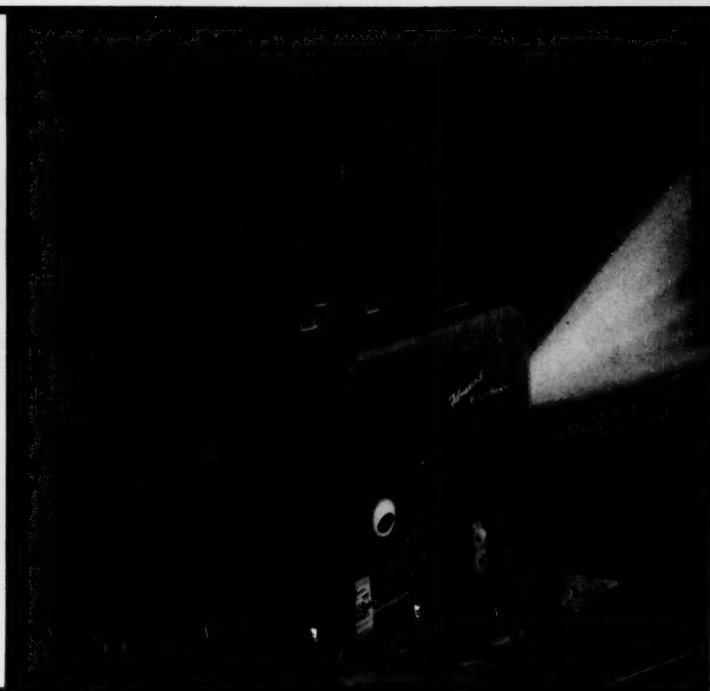
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## Bell & Howell brings you great- est motion picture development since "talking pictures"... a 16mm recording projector, the new Filmosound "202"



Not since the introduction of sound movies has there been a motion picture development of such importance!

Now Bell & Howell brings the making of sound movies within *your* reach. Here is the new 16mm Filmosound 202 — not just a sound movie projector — not just a magnetic sound recorder — but a combination of both for making and showing sound movies. To make your own sound film, you will

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With the Filmosound 202, you can put countless films to specific uses simply by directing each message you record on the magnetic sound track to the needs of your audience. Changing the sound and recording again are done simultaneously. Only with magnetic sound movies is this possible at but the cost of the film and SOUNDSTRIFE.



**Record your message** right on the film as it is being projected onto the screen through your Filmosound 202. This same film may be used again and again simply by changing the message to suit the occasion or to reach a new audience.



**Reach every age level** with a single film. It's possible now with the addition of a magnetic sound track. Your school's film library will grow in usefulness as you replace obsolete sound tracks with current commentary.



**Making sound movies** starts with a Bell & Howell 70 DL camera, now specially adapted for single-perforated film. After you've edited your processed film, you take it to your Bell & Howell dealer for the SOUNDSTRIFE.

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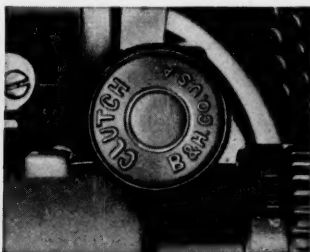


What you save on your first sound film will more than pay for the cost of equipment. With your Filmosound 202, you can add sound to old 16mm silent films . . . new sound to a film with an obsolete sound track . . . and project any 16mm film, silent or sound, black-and-white or color.

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**Easy as talking on the telephone**, you record sound onto magnetic track while projecting picture with Filmosound 202. Instant playback or correction of recording errors with flip of reverse switch. Magnetic sound track will last for life of film.



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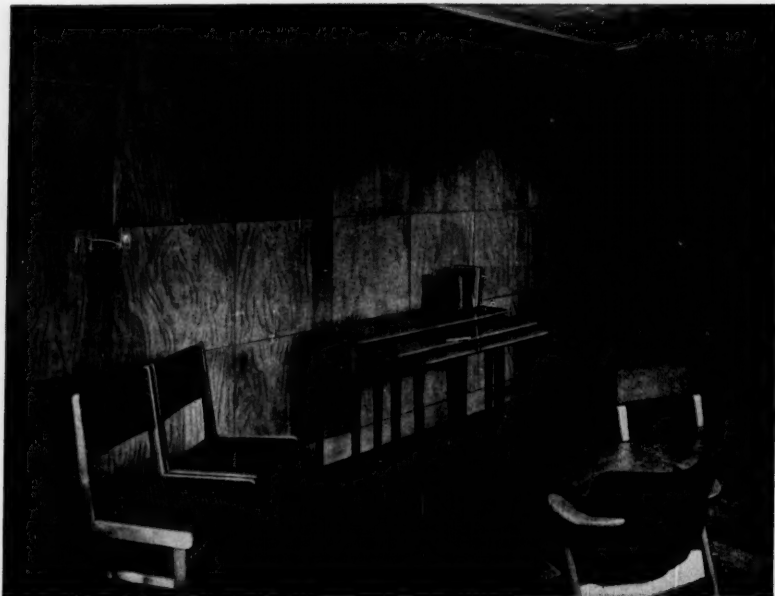
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Square panels of birch Weldwood Plywood, and tables topped with Korina Micarta, in teachers' room, Stockton School, East Orange, N. J. Architect, Emil A. Schmidlin.

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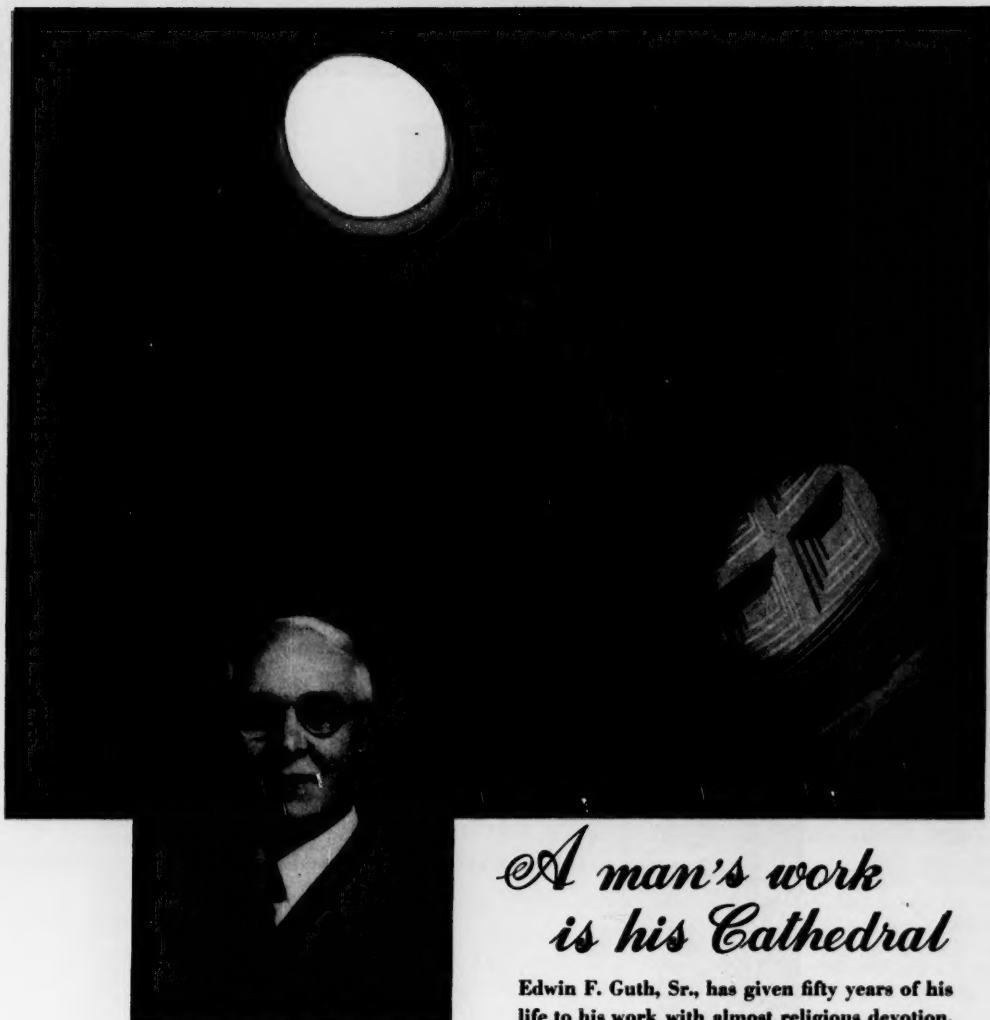
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Edwin F. Guth, Sr., has given fifty years of his life to his work with almost religious devotion. His efforts have been rewarded.

His company, now celebrating its Golden Anniversary, is recognized as one of the leaders in the lighting industry. He has achieved fame for his contributions to the betterment of lighting. We at GUTH pause to honor this man who has shaped the past and future of our company.

Thanks, E. F. Guth, Sr. And thanks to all of you who have been so wonderful to us during this past half-century.



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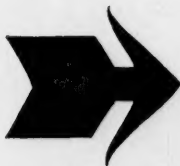
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fire and panic exit devices  
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Whether a door is a constant thoroughfare or an emergency exit, it will open instantly . . . *every* time and *any* time . . . with a Von Duprin exit device. Von Duprin devices are America's finest . . . quality-constructed to last a lifetime and operate unfailingly, no matter how often or seldom used. The mechanism is precision-made and foolproof: any kind of pressure anywhere along the crossbar instantly releases the latch and opens the door.

Von Duprin exit devices are easy to install, require virtually no maintenance, and are approved by Underwriters' Laboratories, Inc. for accident hazard.

It may be a matter of life or death . . . so equip your doors with genuine Von Duprin exit devices . . . and be absolutely sure of "the safe way out!"



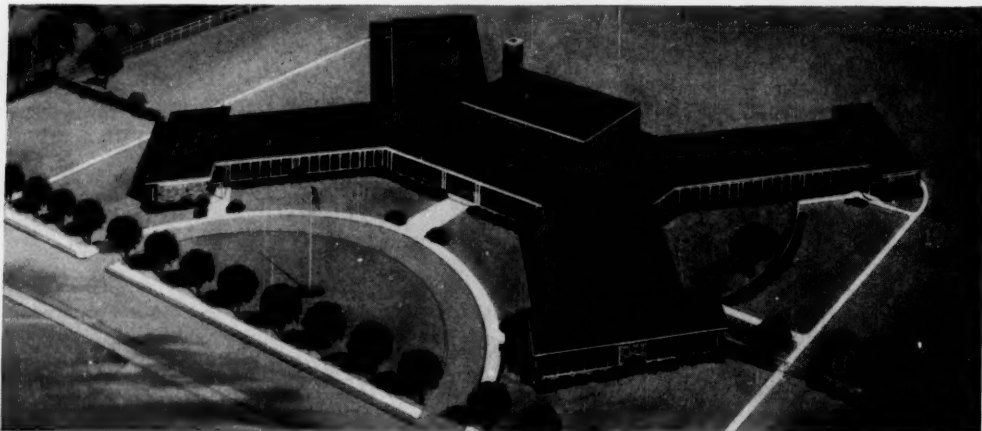
**Call in Your Von Duprin "Exit Engineer."**

Von Duprin "Exit Engineers"—factory representatives and contract hardware distributors—are located for your convenience in key cities across the nation. Each has the engineering and hardware experience to aid you in your exit planning. Each has all the facts on Von Duprin devices and accessories to save you time on specifications. Get acquainted with the "Exit Engineer" in *your* area. Consult him on all of your exit problems. For his name, write Vonnegut Hardware Co., Von Duprin Division, Indianapolis 9, Indiana.

**Check these features of the Von Duprin B<sup>2</sup> device pictured at the left.**

*How five modern schools from Kansas to Massachusetts  
solved their temperature control problems. This is your*

## **school progress report from Honeywell**



### ***Striking new Levittown school has completely automatic radiant panel heating and ventilating systems***

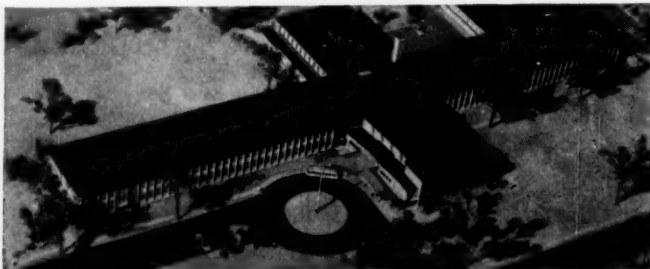
An outstanding feature of the beautiful new Northside school, recently completed in the famous Long Island community, is a new "X" architectural plan that provides maximum east-west light in all classrooms.

In keeping with this ultra-modern trend in architecture, are the heating and ventilating systems—the latest, most efficient known. Both the radiant panel heating and central

ventilating system are automatically regulated by Honeywell controls.

For example, each classroom enjoys individual temperature control by means of a special three-way Honeywell valve, and an accurate Honeywell Grad-U-Stat. These controls meter heat to the exact needs of each classroom, assuring a comfortable, healthful atmosphere regardless of weather.

*Architect: Frederic P. Winderum, N. Y.; Engineer: Foster & Cafarelli, N. Y.; Heating Contractor: Courter & Co., N. Y.*



### ***New Kansas school will have modern system of temperature control***

This splendidly designed rural high school at Plainville, Kansas is scheduled for completion early this year. It is exceptionally equipped for a school of this type for, in addition to its modern heating and ventilating system, it has a gym, a beautiful auditorium and fine vocational shops.

The temperature control system, installed by Honeywell, is as modern and automatic as control systems can be made these days. For example, each classroom has its own thermostat and automatic unit ventilator controls. These provide accurate, automatic control of heat and fresh air—assuring a healthful and comfortable "indoor climate" regardless of outside weather conditions.

The separate ventilation-exhaust system for the gym and auditorium will also be equipped with automatic Honeywell controls.

*Architect: Glen E. Bendick, Wichita, Kansas  
Engineer: Oakle P. Bullock, Wichita, Kansas  
Contractor: Fred C. Hoff, Great Bend, Kansas*

### ***New Massachusetts school equipped with automatic, fuel-saving heating controls***

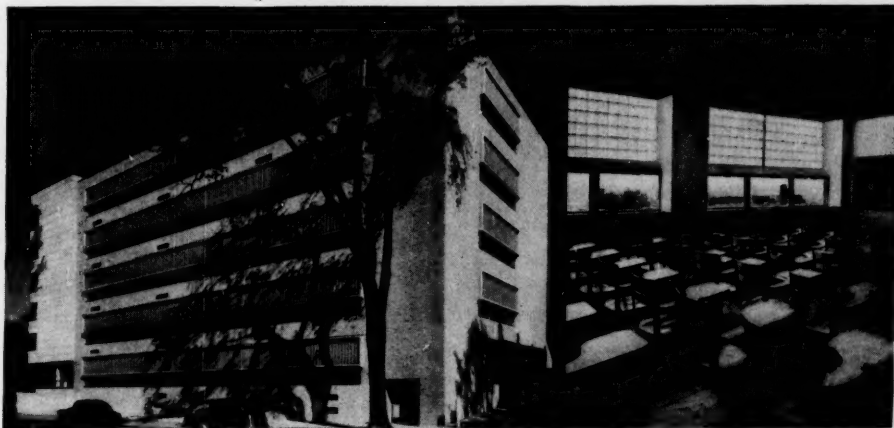
Randolph, Massachusetts recently solved a crowded grade school problem by grouping grades 7 to 12 in this new Junior-Senior High School, which permitted the old high school to be used as an elementary school.

The architect and engineer specified Honeywell controls for all unit ventilators

and convectors as well as the ventilating system. A new Honeywell "midget" radiator valve proved helpful on several convector locations where space was a problem.

The system's night temperature "set-back" feature is popular with the school board, for it makes important fuel savings possible.

*Architect: Harry J. Korlund, Norwood, Mass.; Engineer: Cleverdon, Varney & Pike, Boston, Mass.;  
Heating Contractor: Hobart & Farrell, Bruckton, Mass.*



#### *Coordinated controls effect fuel economy for new Marquette University building*

Fuel economy, along with efficiency of operation, were important considerations when the heating controls were selected for this recently completed Business Administration building on the Marquette campus in Milwaukee. Officials insisted that controls for the overall building and for the classroom unit ventilators satisfy their rigid specifications.

Officials selected Honeywell whose reset relay offered closer

control for the classroom unit ventilators. This new development reduces excessive lagging and drifting of the control point.

Each classroom has its own thermostat and reset relay, controlling a unit ventilator. The offices and corridors are controlled by the Honeywell Weatherstat system for real fuel economy. An unusual feature allows the Weatherstat to assume control for the entire building during unoccupied periods.

*Architect: Brust & Brust, Milwaukee; Contractor: John S. Jung, Inc., Milwaukee*



#### *Day-night automatic heating control planned for new Baltimore high school*

This handsome Edison-Barton-Mergenthaler Vocational High School, the largest school ever to be built in Baltimore, is presently scheduled for early 1952 completion. When finished, it will have one of today's most modern heating and ventilating control systems.

Students in every classroom will enjoy ideal studying conditions for a constant supply of heat and fresh air will be metered auto-

matically to each room in relation to its exact needs. This healthful atmosphere will be provided by unit ventilators, equipped completely with Honeywell controls.

Honeywell controls were also selected for 31 heating and ventilating units used in gym, auditorium, shop areas and swimming pool.

The Honeywell system provides automatic control of lowered night temperatures to conserve fuel.

*Architect: Taylor & Fisher, Baltimore, Md.; Engineer: Henry Adams, Inc., Baltimore, Md.; Contractor: Lloyd E. Mitchell, Inc., Baltimore, Md.*

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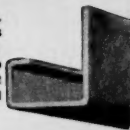
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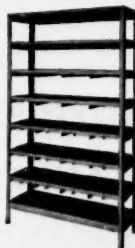


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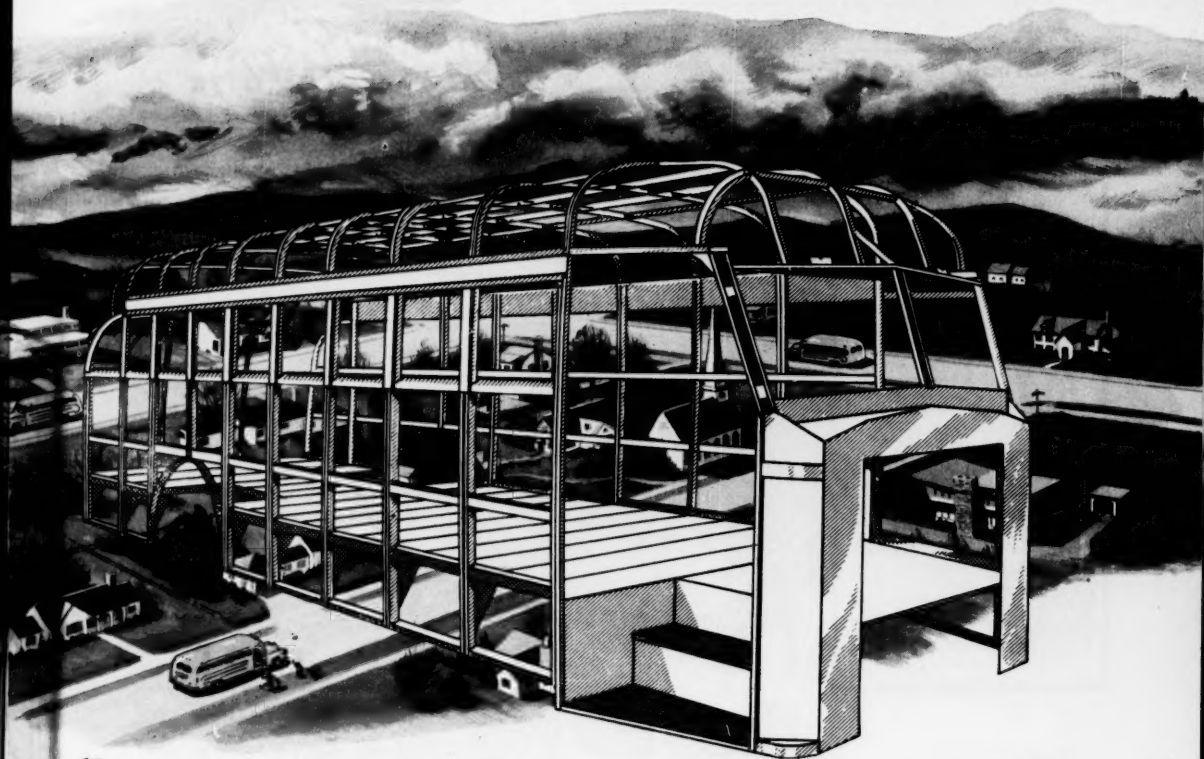
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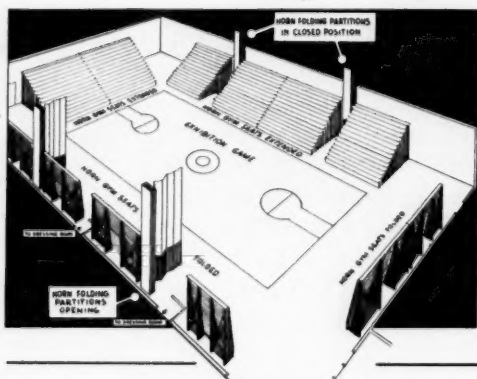
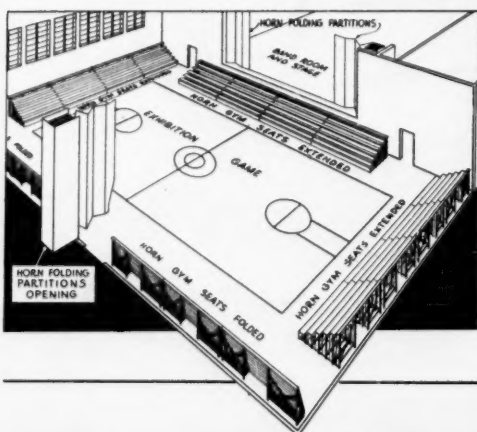
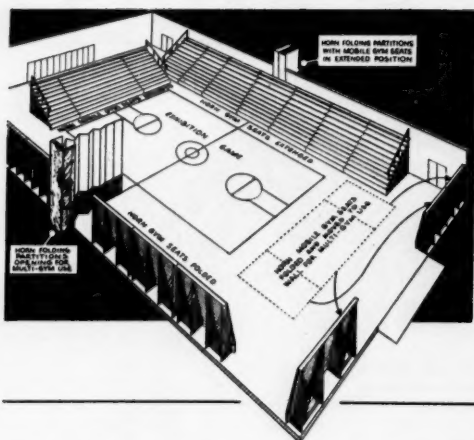
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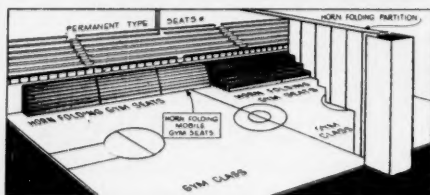
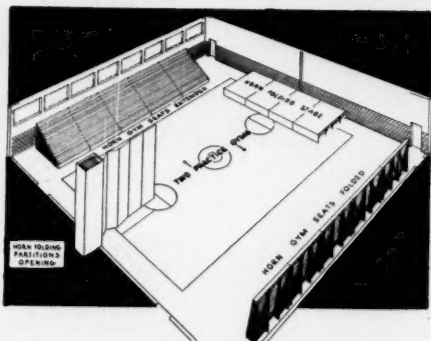
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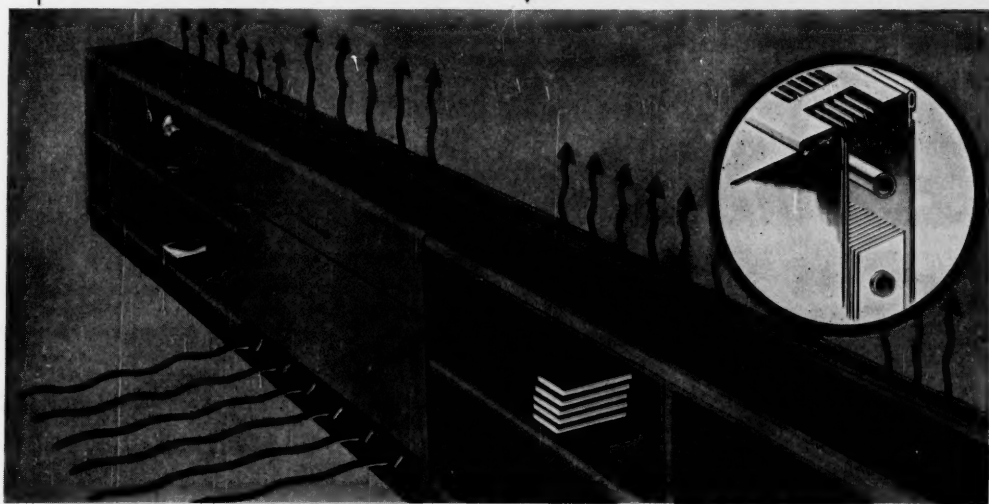
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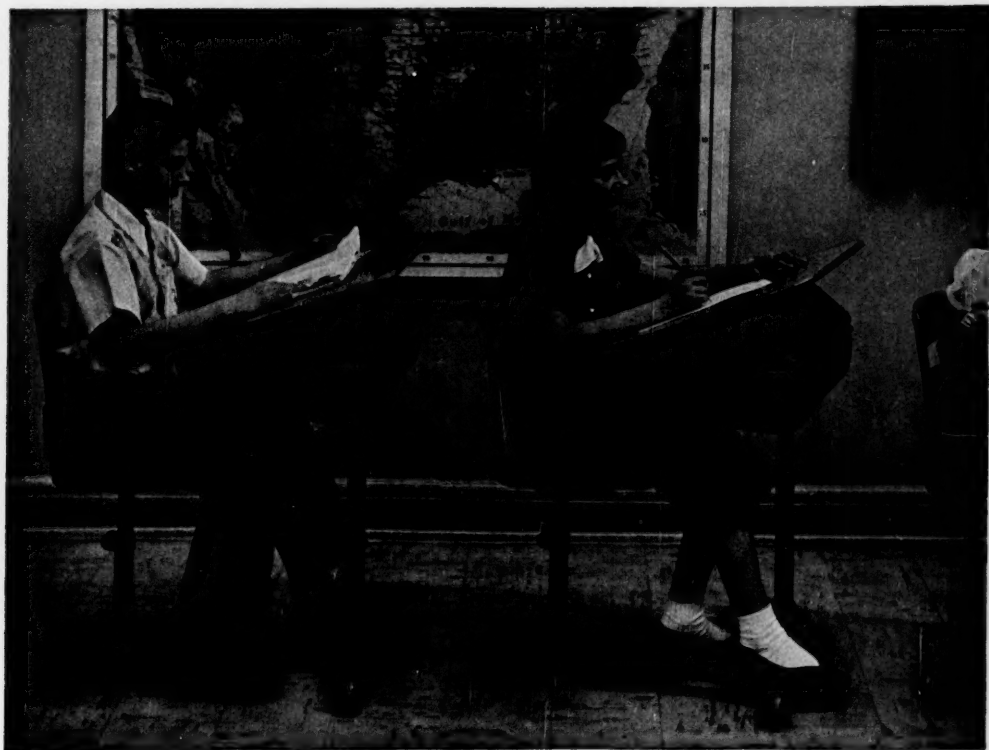
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# Looking Forward

## Hope Fades for Federal Aid

**P**ROSPECTS of more federal aid for education grow dimmer by the hour, with the exception of funds for "distressed" areas.

The question as to whether federal money shall be used in any manner to support a dual system of schools, one for white children and one for Negroes, looms large as a stumbling block for any kind of federal aid to education. This was dramatically demonstrated when President Truman vetoed the bill for school construction in federally impacted areas because the bill required that school districts receiving such school aid must comply with the laws of their respective states. This meant that in several states the federal government would be supporting the principle of segregation.

The President's budget recommendations to Congress for federal education expenditures in 1953 set a new high mark of \$688,000,000, almost three times the amount appropriated for similar purposes in the current fiscal year.

Heading the list is the familiar request for \$300,000,000 for general aid to public schools, along with a strong plea from the President for adoption of this item. A total of \$190,000,000 is asked for schooling of children on federal property, including those in defense housing areas. New on the list is a request for \$30,000,000 for financial aid to college students.

Any kind of aid to education is overshadowed now by the huge defense appropriations. The needs of education also are obscured, at least temporarily, by the "economy move" that brings so much oratory and so little action in an election year.

To political observers it is obvious that Congress does not want to get involved this year in the church-state and segregation controversies that are inherent in any attempt to distribute federal aid for public education.

## Quo Vadis, N.E.A.?

**O**UR congratulations to Bill Carr, that genial scholar and philosopher, on his appointment as the next executive secretary of the National Education Association! Having decided it was feasible to select the successor to Willard Givens from within the staff, the executive group made the logical choice by advancing the associate secretary. The post Dr. Carr has accepted is not an easy assignment.

The structural pattern of the entire national organization has become unwieldy. To borrow an analogy from current literature, a tree grew in Washington, too. Over a period of 97 years its branches have grown strong

and numerous. Some of its offshoots are as sturdy and nearly as large as the main trunk. By a process of departmentalization and affiliation, its network envelops the nation. While there has been much growth, there has been little pruning.

There long has been need for positive definition of the functional relationship of state and local units to the national association. Rapid growth in membership and finances for all of these professional groups has brought expanded programs which now overlap. The conflict is most noticeable in field service operation. For example, the question as to whether a state or a national representative shall follow through on a tenure case often is settled on the basis of expediency rather than function.

For several years the N.E.A. has been pushing its campaign for the "unified" collection of dues. A considerable portion of the membership fee thus collected pays for subscriptions to the official publication of each unit. As the membership of the state and national groups become one and the same, there remains a system of dual publications, with the state and the national periodicals seeking support from the same advertisers for the same readers. So far, the problem has been sidestepped by returning to the state magazines a small portion of the advertising revenues of the national publication.

Top level policymaking (when the Representative Assembly is not in session) is divided between a board of directors and a board of trustees, with some committees having semblances of autonomy. There are departments within departments, and committees whose responsibilities seem to conflict with those of other committees. The vulnerable weakness in membership is in the larger cities where there has been little increase in enrollment.

Lack of contact with the changing sentiment of its members may partly explain why the N.E.A. has carried its legislative eggs too long in one basket—especially its futile efforts in seeking general federal aid for school services. To bring its services closer to its members would require the establishment of field offices and regional headquarters. This would mean direct conflict with state associations and their programs of service to members.

A few brave but foolhardy souls have openly advocated a federated system in which the national organization would be more directly responsible to state associations. At present, delegates to the national meeting are independently selected by local chapters and state units. It's a patchwork process and an inequitable policy. In any professional group as large and as old as the N.E.A. there are vested interests, often deeply entrenched. Some mem-

bers who for years have served on the lower ladders of professional acclaim and who seek election to higher office will not welcome any change that jeopardizes their climb to glory.

It is inevitable, too, that in an institution as large and as old as the N.E.A. many men and women will have grown old in faithful service. But strong branches, if left to grow in their own directions, may overburden a healthy tree. Each group, confident of its own importance, may not see the value of other departments and services in true perspective. To suggest that the tree be trimmed or reshaped does not imply that such faithful branches are expendable; it implies rather that their growth be guided into an over-all pattern to make the tree taller and stronger. As history so often shows, bureaucracy tends to develop in any large organization, and not merely in the federal government.

The tree might be healthier, too, if major projects and concerns of the N.E.A. cut across divisions within the staff more effectively. Such policies might mean the loss of direct control and prestige for some but would bring greater yields for the total good of the profession.

The No. 1 problem seems to be: How can the N.E.A. obtain an impartial survey of its services and organizational problems? How can it encourage individual members to place the future of the entire teaching profession ahead of personal interests?

A realistic survey must evaluate the N.E.A. in terms of its recognized function. But what is its function, and how does this purpose compare with the rôle of the state associations?

Since education is a state function and since legislation and other controls of the teaching profession reside within the state, does it not follow that the major interest of teachers is within their state rather than with the national picture?

The increasing influence of federal legislation as it affects education is not minimized. Neither is the importance of professional standards nor the significance of research on national levels. It seems reasonable that both the state and national units shall have spheres of influence and areas of activity that supplement rather than duplicate. It is on this basic principle that the present organization of the N.E.A. should be surveyed and its future program chartered.

We hope the rank and file membership of the N.E.A. will say to their new secretary: "Help us to see our national association—its function, organization and services through the findings of an impartial survey. Get the facts, even if it hurts—even if we stand to lose in personal ways."

Yes, Bill Carr, you have our congratulations and best wishes. You've got a real job, brother!

### **It Means What It Says**

IT ALWAYS happens in discussion groups—and the A.A.S.A. "speechless clinics" were no exception! We refer to that inevitable moment when, regardless of what administrative problem evolves, someone pops up to pro-

pose that better public relations is the obvious solution. This business of good public relations is something like Christianity; what a different world this would be if the rules of conduct for both really were practiced.

Public relations is popularly presented as technics, as two-way channels of information, or as skillful human relations. How seldom do we recognize that, like religion, it is first of all a conviction, an attitude, an understanding that *public* relations means just what it says—a responsibility to the *public*!

Yes, we practice good public relations when it keeps board members out of our hair or when it keeps teachers and taxpayers happy. But we don't always practice it when it comes to telling the public the truth, the whole truth, and nothing but the truth. How many school reports to the public have you seen in which a mistake is admitted or weaknesses are discussed, along with plans for correction or improvements?

But we can't admit mistakes, says the "practical" administrator, because the opposition will use such information against us. Maybe so, but doesn't the responsibility of public relations mean that we should report mistakes and recognize weaknesses, as well as emphasize what is right with the schools?

### **A Story for the Skeptical**

THE next time someone assumes that young children are reluctant to start school, you might tell them this true story about a 5 year old Negro boy in Denver.

It was late summer. Work was being rushed on the new Gilpin Elementary School so that it would be ready for occupancy in September. One day when the business manager went over to check on progress he noticed this 5 year old watching the workmen. As he was about to leave the building the youngster stepped up to him and said: "Who is you?"

Being told that the man was identified with the public schools, he then asked: "Is you a teacher?"

"No," said the man, "I am not a teacher. I am in the business department, and I have come over to see if all the furniture and necessary equipment are in the building and will be ready for school in September."

The boy's eyes gleamed as if to say, "At last I have found the man I'm looking for." His next question was, "Is my desk in there?"

The man replied: "It surely is."

The boy thanked the man smilingly and left.

Intrigued by the incident, the business manager inquired further and learned that for many days the boy had been keeping vigil at the new building, watching the construction of *his* school and hoping eventually to make sure that there was a place in it for him.

The thought uppermost in the mind of that boy is shared by many youngsters anticipating their first enrollment in school. They look forward to finding *their* desk in *their* school.

*The Editor*

THE NATION'S SCHOOLS

"Doctor, you speak a language that is absolutely foreign to us. And you talk too much. It's 'yakety-yak' from the time the board meeting starts to when it ends after midnight. You know, Doctor, that if we wanted to tell you you were fired, we would have to do it by mail."



**"Scientific" therapy offers last hope for**

## ***Survival of the Superintendent-Trustee Species***

SCIENCE has presented humanity with television, electric dishwashers and vitamin pills. Through the efforts of science the life span of man has been stretched many years. But unfortunately, as if with malice of forethought, science has manifested no interest in the welfare of those who partially withdraw from the human pale and become school trustees and superintendents. These she ignores, condemning them to wallow in the squalor of public abuse as they live out a public life that grows shorter and more hazardous by the minute.

For instance, 54 per cent of the school trustees in California have served but one four-year term, while the casualty rate for school superintendents has increased almost 50 per cent in the last 10 years. One school district in this state is scraping the bottom of the barrel to pay off two superintendents it fired before the end of their contract and is trying desperately to push the incumbent, who already

has one foot in the grave, the rest of the way. This accomplished, it will have set a world's record for the number of superintendents on one pay roll. To compound the slaughter, the community is circulating a petition calling for the recall of the trustees. It is a dangerous business being a superintendent or a school trustee in California.

But California is far from being unique in this respect. California publishes its obituary notices for superintendents and trustees on the front pages of its newspapers in bold-face type in true California spirit, while other states bury theirs in the second section. No matter where one goes, however, he finds that these lists are excessively long. Anyone, anywhere, who elects to be school superintendent or who is elected to the school board must anticipate a short life and one that will not be merry.

The unsympathetic and sadistic public will argue that this is as it

**A. JOHN BARTKY**  
Dean, School of Education  
Stanford University

should be and that trustees and superintendents lead such wicked lives anyway that it is to everyone's benefit that they should be short and miserable ones. The public also would resent being denied its Roman circus in which trustees and superintendents engage in gladiatorial combat to the death. But irrespective of how the public feels, it is bad for the children to have their schools directed and operated by an endless succession of belligerent strangers.

Therefore in the children's interests let us call upon science to discover a way to lengthen the public service careers of trustees and superintendents. Even a superficial survey will reveal that there are two major threats to the survival of the superintendent-trustee species. Community, parents, teachers and even children hunt trustees and



superintendents both in and out of school season. It is suggested that the open season be limited to the vacation period, thus preventing a too rapid and violent extermination but at the same time providing against overpopulation.

The real threat to the survival of the species, however, is its cannibalism. Trustees prey upon superintendents and superintendents prey upon trustees to the point of extinction of both. They get on each other's nerves and then commit fratricide. It is this practice that this paper proposes to remedy scientifically by suggesting therapy.

There is every reason why superintendents and trustees should get on each other's nerves. Like sourdoughs they are compelled to live too closely with each other. They are both made irritable by excessive public abuse. And they are continually faced with questions of jurisdiction, for no one knows where the trustee's job ends and the superintendent's begins. The problem is one of determining a substitute activity for the murderous one now employed to relieve the tensions that develop.

If we examine the family for a moment we discover that in many respects we have an organization quite similar to that of a school board and superintendent. Both parents have children to take care of and both develop internal tensions as a result of getting on each other's nerves. But when father gets on mother's nerves, she bawls him out—she does not try to break the marriage contract (at least not always). She dissipates her tensions by soundly abusing him and seldom tries to kill him off professionally as board members do to their superintendent. The difference between the family situation and the school situation is that in the former we find that the safety valve is not screwed down so tightly as in the latter. Mamma blows off steam and it's all over. The school trustee or the superintendent sits on the safety valve and waits for the explosion.

#### RELIEVING YOUR AGGRESSIONS

This is all scientifically described in what the psychologists call the frustration-aggression hypothesis. If A frustrates B, B becomes aggressive toward A. If A continues to frustrate B and B suppresses his aggressions, these will accumulate and may end in a violent disturbance probably di-



"Al, stop playing up to the teachers every chance you get. You know we haven't the money to give the teachers a raise, yet you keep bringing it up. This makes you look good and makes heels out of the rest of us."

rected against A. Hence, to avoid explosions it is necessary to provide some instrument for the release of aggressions before they build up to the point of combustion. Telling one another off is one means of relieving aggressions without violence.

Therefore it would seem that the solution for the trustee-superintendent problem would be merely to set aside one board meeting a month for the sole purpose of providing an opportunity for the trustee to give the superintendent his frank appraisal of him and vice versa. Thus, all aggressions induced by the frustrations of previous board meetings would be released before they had an opportunity to compound themselves. The meeting, of necessity, would have to be a closed one.

The author experimented with this hypothesis in his own home and discovered one serious drawback to its application. The "telling the other fellow off" board sessions might become excessively lengthy ones. For instance, he suggested to his wife that she relieve herself of her aggressions toward him by telling him the things

he did that frustrated her. Then the process would be reversed and he would recount frustrations that she caused in him. The experiment began six months ago and as yet the author has not had his turn. Theoretically, the "telling the other fellow off" board meeting has possibilities but practically, it will not work, because of time limitations. Hence, we must devise some other means for relieving the aggressions that trustees and superintendents develop against each other.

The following method is certain to be successful: It is a kind of vicarious "telling off" designed to be a therapy for aggressions of both trustees and superintendents. Treatment 1 is for superintendents; Treatment 2 is for trustees; Treatment 3 is for both. In the interest of science will those taking the treatments please report to their nearest psychiatrist how they felt before and after. There is no purpose in attempting to contact the author as he plans on going into hiding to protect himself against the aggressions of those who take the wrong treatment by error or through curiosity.

*Treatment 1* (for superintendents

only). *Be certain you are alone. Lock all doors, seal windows and read aloud as if addressing individual board members.*

"Jim, off the board you are a fairly nice person, but as a board member you are driving me insane. If a chimpanzee would hint to you he wanted a job in the school system you would move heaven and earth to get it for him. You are always suggesting candidates for teaching and other positions. Don't you know that is none of your business! Half the time you do not even know the person whom you are backing. You just like to play big shot. There is a job open now, Jim. This one you have a right to fill—it's mine. I'm quitting, and here is hoping the next superintendent will be a great deal tougher on you than I have been."

"And as for you, Sam, you are without a doubt the 'scariest' man that ever served as school trustee. If you get an anonymous letter complaining that the school bus was two minutes late last Thursday, nothing will do but to call a special board meeting to fire everyone from the superintendent down."

"When that parent told you the other day that his son was not learn-

ing to read why didn't you have the courage to tell him that the boy's I.Q. was only 50? Instead, you asked for an investigation of the reading program. Our curriculum is too modern? You want to go back to the 'good old curriculum' of your school days? If it was responsible for you I'll have nothing of it.

#### IGNORE VOCIFEROUS MINORITIES

"Sam, the public is certain to complain occasionally. Don't let it frighten you. All you can lose is a nasty job that keeps you away from home nights. Also, Sam, get out of the habit of saying that the 'parents' are complaining when you mean one or two parents don't like things as they are. Ignore critical vociferous minorities. They will always be with us and can be dangerous only if you let them scare you into doing things you would not normally do. Many a board of education has allowed itself to be panicked into firing a superintendent by a noisy minority when the silent majority wanted him retained."

"And now, Mrs. Mary Crane, you are a wonderful, generous and forgiving gentlewoman and it is hardly fair to be rough with you, but it is for your own good so here goes: When

will you stop trying to be a one-woman school system. I know you have a great amount of free time on your hands but why devote all of it to playing superintendent, teacher, janitor and what-have-you? You don't get paid for so doing. Why cheat others out of their jobs?

"Another thing, Mary, please stop flitting about from one school to another expecting a MacArthur welcome wherever you light. School board trustees are elected to be abused, not feted."

"Al, I can see through you as if you were a pane of glass. To you, being a member of this board is just the first step toward a career in politics. That's O.K. with me but please don't use board meetings to sound off to advertise yourself. Do a real good job for them and I for one will be glad to vote for you for president."

"Also, stop playing up to the teachers. You want to be the teachers' friend? So do I, but not at the expense of the rest of the board. You know we haven't the money to give the teachers a raise, yet you persist in bringing the matter up before us. This makes you look good and makes heels out of the rest of us. Some day, however, the teachers will find you out and then not only will your political career be ended but they will even see that you are voted off the board."

"Yes, Leon, we are in trouble over sex education, but it's your fault as well as mine. As a board member, you approve the curriculum. As a matter of fact, since curriculum is policy it's more your province than it is mine. You can't sneak out now by blaming me. Why don't you face the music with me like a man?"

"I could go on forever, gentlemen, describing your faults. Some of you seldom come to meetings; some of you refuse to learn anything about your schools; some of you are too bold; some of you are too timid; some cannot keep a secret and some cannot hold to a promise; some cannot get down to business and hence waste valuable time gossiping, and some of you just do not deserve to be board members at all."

*Treatment 2 (for trustees). To be read in unison at one of your meetings (which you should not hold) when the superintendent is not present.*

"Doctor Blake, that Ed.D. degree you received certainly did you much damage. You insist that you are not



"Mrs. Mary Crane, when will you stop trying to be a one-woman school system? Please stop flitting about from one school to another expecting a MacArthur welcome wherever you light. Some day you won't get it."

superior to us and you even chide us mildly for addressing you as doctor. We note, however, that this practice on our part does not make you too angry.

"Doctor, you speak a language completely foreign to us. What is this 'integrated curriculum,' 'child personality syndrome,' and 'Rogerian nondirective counseling'? And don't talk too much, Doctor. You do not give us a chance to get a word in edgewise. It's 'yakety-yak' from you from the time the board meeting starts to when it ends after midnight. You know, Doctor, that if we wanted to tell you you were fired, we would have to do it by mail."

"Superintendent Frank, why don't you say something once in a while? You don't have to agree with us all of the time. We want you to carry the ball, but after every play we find that you slipped it back to us. When we employed you we hoped to get a superintendent not a rubber stamp. We do not need someone to just echo our ideas. We want a dynamic leader who has the courage to offer a program and the wit to point out to us trustees that we can be wrong occasionally and the tact to do that well."

"Superintendent John, you are a smoothie and you think you are getting away with it, but you are wrong. Here are a few things we say behind your back: 'John covers up before the board; he never takes us into his confidence.' 'To his face, John seems interested in a board member's suggestions, but he never takes them to heart.' 'John is nice to us but if he does not agree with our point of view it is wasting time to talk with him.' 'John tries every angle to get a decision he wants. If a board refuses him he goes ahead anyway behind the board's back.' 'John is polite, he listens, and then he does as he darn well pleases.'"

"We have had a number of superintendents in our day and there is something wrong with all of them. Some draw up agenda that take all night; some never have agenda; some never tell us what is going on; some

bother us with too much detail; some criticize us in public; some play teachers and public against us."

*Treatment 3. The foregoing therapy was self-administering. The following is imposed upon trustees and superintendents alike.*

"The catharsis should now be complete. All of you, trustees and superintendents, should feel much more friendly toward one another than before taking the treatment. As a matter of fact, you now should be ready to digest some advice.

#### MUST ADJUST TO WEAKNESSES

"Like husbands and wives, superintendents and trustees are human beings. And like all human beings they have their weaknesses and their strengths. If they wish to get along together they must learn to see the strengths in one another and develop the habit of ignoring or adjusting to the weaknesses. The descriptions just given you may have sounded like characterizations to most of you. They are, however, in every case your own descriptions in almost your own words. There are exaggerations, to be sure, but they are the exaggerations that are certain to evolve if you persist in looking for the bad instead of the good in people.

"Trustees must learn to understand superintendents. Theirs, indeed, is a precarious position just as the trustee's position is a precarious one. Yet, when a trustee loses his job all he rids himself of is a great amount of thankless hard work. He now can take his wife out occasionally. When, however, a superintendent loses his job his family begins to starve and he has not enough money to take his wife out. Hence, superintendents are likely to feel the responsibility of their jobs more than trustees do. They are certain to become overanxious and perhaps act in ways that normally are foreign to them because of this.

"On the other hand, trustees have a responsibility to their community to give its inhabitants the kind of schools they wish. They must not be frustrated by superintendents in their ef-

forts to carry through in this responsibility.

"The functions of the trustees and the functions of the superintendents cannot be well defined. To say that the board makes policy and the superintendent executes it is merely to confuse the issue. Policy and its execution can no more be separated than can ends and means. To take a perfectly absurd instance: The board might set down the policy that no child shall be permitted to graduate from elementary school unless he reads at at least the sixth-grade level. The superintendent could execute that policy by executing all eighth graders who read below the sixth-grade level. This certainly was not the intent of the board.

"There are no fine lines of demarcation between the board's obligations and the obligations of the superintendent. Like wife and husband in a family, both may be called upon to perform any function. This is possible only when wife and husband are in perfect accord, when each recognizes the strengths and weaknesses of the other, and when one is willing to defer to the other in the interest of the family's well-being.

"The author has the greatest admiration for both superintendents and trustees. There is something about having the fate of future generations in their hands that makes those in public education finer and better people than us ordinary mortals. Whenever you feel that your efforts are not being appreciated remember that the reward lies in the opportunity for personal growth your service to children offers.

"One way you can grow is by learning to control your aggressions. When the superintendent or trustee acts in a way that irritates you and makes you angry, never forget that you are both working toward the same goal—that of making better Americans. Stay angry but redirect that anger against those who would destroy the public school and with it the American way of life. Keep your school family a united, loving, hard-working one."



Since 1950, the Gary schools have experimented with camp workshops as a means of carrying on in-service education. Here is a record of their experience, suggestions for conducting camp workshops, and reasons why an outdoor setting seems to have special value.

**G**O TO a camp workshop! Why should I?" This question, and others like it, were on the lips of many Gary teachers in September 1950 when general teachers' meetings were held to acquaint teachers with a proposed workshop program to be held during the year.

In 1952, after two years of experience, participants have found many values in the camp workshop program. Better understandings and new appreciations of one another have been gained by teachers, parents and administrators. Democratic learning technics used in the workshops have been applied to classroom teaching. New ways of dealing with and looking at problems have been discovered. The rôle of each person in the total educational program of the school has been clarified. The educational horizons of individuals have been expanded. Attitudes toward the school and the job have been modified. In brief, it has been an experience of stimulating growth.

Today the question is: "How can we best utilize the workshop idea to improve the curriculum of our schools?" As one answer to this question, tentative plans are under way for a summer camp workshop in 1952 in which progress during the last two years may be evaluated and plans laid for the workshop program of 1952-53.

The camp workshop program got under way in 1950 when the Gary Board of School Trustees had granted the request of a teacher-administrator

**Top of Page:** These teachers and administrators met in the summer of 1950 to plan the first camp workshop that was held the following June. **Right:** Making their own beds at St. Mary's Lake Camp are these five workshopers: three coaches, a guidance counselor, and a teacher. Note the cigar.



## CAMP WORKSHOPS

*give a glow to in-service education*

**DANA P. WHITMER**

Assistant Superintendent, Gary, Ind.  
in collaboration with

**CENTRAL IN-SERVICE EDUCATION COMMITTEE**





committee for five days of released time to be used for in-service education. This request had arisen in a camp workshop held during the summer at which all administrators and an equal number of teachers had participated. The summer workshop had been such a fine experience for the participants that they wanted all teachers to have the opportunity to share it.

#### PLANNING WORKSHOPS

Teacher interest in the approaching workshops grew during the early months of the year as evidence accumulated that this would be a co-operatively planned project from start to finish. School faculties chose the time they wished to attend workshops and also selected the camps they wanted to use from a list of tentative reservations which had been made with surrounding camps and parks in the summer. Teachers were free to decide whether they would attend camp, knowing that home workshops would be set up for those unable to go to camp.

Discussion groups within faculties were formed to explore this whole proposal and to reach decisions after considered thought. Quick decisions by voting would have, undoubtedly, caused many persons to reject the whole plan.

Schools were grouped together to form workshops in terms of their choices of time and place. Each workshop selected a general chairman, plus chairmen of committees on recreation, transportation, reference materials, discussion groups, and secretarial service, from the teachers and administrators. Plans made by these committees were reported back to the workshop groups in meetings prior to the workshop, so that the feeling of "we-ness" developed early.

A unique and valuable part of the planning for the workshops occurred when parents, through the City-Wide Parents' Council, were urged to participate in the planning and in attendance at the workshops. The offer was quickly accepted. More than 50 parents have participated with the more than 500 Gary teachers in camp workshops during the last two years.

A problem census was made in each workshop group to identify the interests of individuals. Discussion groups were then arranged in terms of the interests of the participants. Each discussion group met several times to select its discussion leader and recorder,

to determine the way in which its problem would be studied, and to select reference materials which pertained to the topic and which might be read prior to the workshop.

Typical of problems chosen by groups are the following:

1. What is the rôle of the classroom teacher in guidance?
2. What are efficient means of developing good citizenship in school?
3. What should be the kindergarten entrance age?

Interest in the workshop was at a high level because the topics represented the interests of the participants, the ways of attacking the problems were "their" ways, and each person was associated with others who had similar interests and problems.

Leaders and recorders of discussion groups for each workshop held several leadership training sessions. In these meetings the whole area of group dynamics was explored, and the specific responsibilities and technics of leadership were outlined and discussed.

A voluntary camp workshop devoted entirely to the technics of workshop leadership was held at the time of the annual state teacher association meetings. More than 60 parents, teachers and administrators from Gary and representatives from the state association participated. From this group a corps of leadership was developed which helped in each of the Gary workshops that followed. The development of adequate leadership is crucial to a successful workshop program.

During the first year of this program, one day in September was spent in planning and organizing the workshops. The workshops were arranged as three-day sessions. A final day of released time in the spring was used for evaluation.

In the second year of the program, all workshop groups concentrated for three days on the general problem of curriculum development. The other two days of released time were used by departments and by buildings for implementing the curricular suggestions.

Three days is a long enough time for concentrated work in discussion groups and yet does not take participants away from home too long. A workshop involves considerable mental and physical effort, and the majority of participants have found three days to be as long a period as they can efficiently utilize.

Workshops were held in October and November, April and May. It is desirable to hold these during the months of good weather so that people may spend some time out of doors.

The expense at camp, which averaged \$18.50 per person, was borne by each participant. A car pool was arranged with each rider paying \$4 or \$5 as his share of the transportation cost. The great majority of participants found themselves well rewarded in terms of professional growth and stimulation for this expenditure.

The physical requirements for a successful camp workshop include good food, adequate sleeping accommodations, a comfortable lodge in which there is space for general meetings and for discussion group meetings that are sufficiently isolated so as not to interfere with one another, and a large room for group recreation and group singing. Physical comfort in terms of adequate light, heat and comfortable chairs aids good group work.

#### AT THE WORKSHOP

Participants leave Gary in the afternoon of the day prior to the opening of the workshop. Luggage is stored in the trunks of cars, and casual clothes are worn with a marked preference for slacks, sweaters and jackets. A holiday atmosphere prevails, for in reality participants are embarking on an adventure. On arrival, the teachers find that their reception committee is on the job, ready to greet them, help them pay their fees, find their sleeping quarters, and lead in "ice-breaking" activities that quickly get people acquainted.

Workshoppers are given large name tags which encourage use of first names and contribute to an informal atmosphere. By bedtime the first night, participants have begun to forget that they are principals, coaches, kindergarten teachers, or parents and have begun to view themselves and others as individuals whose value in the workshop is dependent on their ability to contribute.

The release from home and school responsibilities gives participants a sense of freedom that is carried into the consideration of professional problems and that enables them to take a new and fresh look at their jobs.

#### FIRST DAY

The informal relationships are heightened at breakfast the first morning by introductions and group singing. Participants find that the work



day is divided into four periods of one hour and 15 minutes each. Between each period is a 15 minute "break" when people can move around, drink a "coke," or just relax. Serious discussion and thoughtful consideration in discussion groups tax a person's energies to the extent that longer periods of uninterrupted work are not productive. Lunchtime extends for one and one-half hours for the same reason.

The initial meeting of the workshop consists of a general session in which the day's schedule is explained; the purposes and technics of the workshop are discussed; the facilities of the camp are described; announcements are made concerning the available reference materials, secretarial service, and recreational plans. Discussion groups are assigned meeting places. Aside from the informational need for this meeting, a sense of unity of purpose is promoted.

The remaining three periods of the day are devoted to work by the discus-

sion groups. The general chairman sees to it that each group begins work on schedule and takes the breaks on schedule. Use of a bell or horn for this purpose adds humor to the situation but serves well in following the time schedule. Groups have a tendency to be slow in leaving an interesting discussion when time for a break arrives, but in the interests of efficient work the time schedule for each day should be followed without major variations.

There are no specific resource people in the workshop, but any person is on call to leave his group and work with another group if it feels that he has some special experience or knowledge he can share with it. Sometimes the general chairman and perhaps one or two administrators act as roving participants to move from group to group offering such special help as they can.

Participants at the workshop appreciate the reference materials that have been gathered and that are available

in a miniature library. These are borrowed by groups to use during discussion and are also used by individuals for personal research during the free time.

#### SECRETARIES KEPT BUSY

One or two secretaries, with typewriters and a duplicating machine, and a stock of paper and pencils provide an essential service. Having progressed in discussion, groups often find it valuable to write a progress report, have it duplicated, and use it as a guide in further discussion.

On the last day the group recorders usually prepare a final report, which is duplicated and distributed to the members of the group or to the entire assembly. Participants are anxious to receive copies of each report to know what other groups have worked on and accomplished.

A workshop steering committee (general chairman, discussion group leaders, and recorders) meets for an hour or two each evening to report

The cast of the "opera" given on the third evening of the workshop last spring. The group brought costumes from home and had done some rehearsing beforehand. One of the drama teachers wrote the piece, involving well known arias, but the plot applied to local people and events. Left to right: football coach, guidance counselor, a school principal.



progress, discuss problems that have arisen in any group, and alter the next day's program if circumstances indicate this to be desirable. Through these meetings the general chairman keeps informed of progress and problems, and discussion group leaders get the help they need.

The workshopers enjoy a well planned and executed recreational program. One popular activity is the "art bar." A large variety of art and handicraft materials is provided under the general supervision of an art teacher. People can try their hand at painting, linoleum block printing, carving and weaving. Frequently, an exhibit is prepared of work done during free time. Although prizes may be given for good art work, it is just as much fun to attempt informal character analyses of the artists as judged from their products. The long lunch period and the afternoons offer opportunities for hikes, visits to near-by places of scenic interest, outdoor sports such as

volley ball and soft ball, and whatever other facilities the camp offers.

The success of the workshop depends in no small part on a good recreation program. The chance to mingle informally with others and have fun together is neither incidental nor unimportant—it is one of the basic ways of improving human relations through the workshop process. Most people recognize this and participate without hesitation in cards and conversation, outdoor games and hiking in season, square dancing, charades and variety performances, and enjoy "doing the hokey-pokey," and singing at the tables or around the fire late in the evening. The evening recreation is always a high spot of the workshop, and its scope is limited only by the ingenuity of the recreation leaders.

Sometimes the recreation committee sets up a fully planned program of varied recreation and deliberately encourages everyone to participate in

some type of recreation during each free period; in other workshops the recreation is more informal and permissive and people are allowed to participate when and where they will.

How to get people to participate in recreation, without having them feel any compulsion, is sometimes a problem that can be solved only through the exuberance and skill of the recreation committee. There is merit in letting people do what they want to do, yet it is important that they want to do something. By the second or third day of the workshop many little inhibitions have been put away, and everyone has developed a feeling of participation in the play as well as in the work. These informal aspects of the workshop cannot fail to have a good effect on administrators, parents and teachers as they discover one another as real human beings having fun together.

#### SECOND DAY

The program for the second day consists of three work periods and a sub-assembly, which either precedes

During free times on the schedule, workshopers could work at the art bar or disport themselves as they pleased. The art bar was popular.



lunch or directly follows it. Sub-assembly groups are composed of two or three persons from each discussion group and usually have from 25 to 30 participants.

The principal purpose of the sub-assemblies is to share progress, and, to achieve this aim, representatives from each group give a brief account of progress in their discussion group. Questions are asked by other participants and suggestions made as to important aspects of each problem under consideration that the reporting group has not considered. There is considerable interest in the sharing process, and groups usually feel that they have been able to make better progress after the sub-assembly because of ideas gained from it.

### THIRD DAY

Discussion groups work during the morning periods in bringing to a conclusion the work on their problems and in preparing their written reports. A two-hour general session in the afternoon climaxes the workshop.

In this final assembly the discussion group recorders report the discussion and findings of each group. Here again there is general discussion of each report as time permits. The final half hour is devoted to an evaluation of this workshop experience. Small "buzz groups" are formed by people who are sitting close together. Each "buzz group" selects a leader and recorder, and then spends from 10 to 15 minutes talking about "things we like" and "suggestions we make" concerning the workshop. The final 10 minutes are spent in hearing the reports by "buzz group" recorders. These reports are invariably a high spot in the whole three days.

Among the "likes" that are frequently mentioned are being free from pressure, getting to know people as human beings, improving human relations, having fun in the recreational program, gaining new insights on "problems, and exchanging experiences with other school personnel. The "suggestions" generally fall on the humorous side with references to the hardness of the chairs, the late hours kept by some participants, or the disturbing snoring of individuals.

With singing of the traditional farewell song "We're Very Glad We Met You," a general buzzing of "See you next year at the workshop," and general good-bys, the workshop ends. It is at this moment that good will and

good feeling reach their height. This fellowship is magnificent to experience.

### AN EVALUATION

How do participants feel about the workshop? Is it worth while from their point of view? The answers to these questions are revealed in the results of a questionnaire survey that was filled out and returned by 699 of the teachers in June 1950. To the question, "Have you liked the in-service program that has been carried on this year?", 636 answered "yes," 40 said "yes with reservations," 20 said "no," and three did not answer.

To the question, "Shall the in-service program for the coming year be carried on in the general form of workshops, the structure and content to be modified according to the wish of the majority of teachers?", 630 answered "yes," 24 said "yes with reservations," 18 said "no," and 27 did not answer the question.

Suggestions for modification of the program appearing on the questionnaire indicated that for the 1951-52 school year:

1. Teachers wanted to concentrate on curriculum study rather than focus on a variety of problems.
2. Teachers wanted some released time to be used in departmental and building workshops.
3. Teachers wanted better training for discussion group leaders and recorders.

Responses from the questionnaire indicated a fairly wide divergence of opinion on whether:

1. Workshops should be held before school opened, in the autumn, in the spring, or after school closed.
2. Building faculties should stay together in workshop groups or whether

workshop groups should cut across building faculty lines.

The almost universal approval of the workshop program by this fairly large group of teachers is in itself an amazing demonstration of the large influence that workshops seem to have on participants.

### VALUES DERIVED

After two years' experience, the following values seem to be interwoven in this workshop program.

1. It changes people. The technics and attitudes that they bring to their jobs are different.
2. It improves human relations and promotes personal understanding among teachers, parents and administrators.
3. It gives participants a fresh look at the educational task and their rôle in it. It promotes unity and improves morale.
4. Participants learn new ways of dealing with and looking at problems.
5. The experience is a practical application of the principles of democracy and fosters understanding of the ideals of democracy and the technics by which it works.
6. The technics employed in the workshop follow sound principles in the psychology of learning. Teaching technics are improved through this experience.

### CONCLUSIONS

There has been no intention in this report to slight the excellent work and values arising from home workshops organized in a similar manner to camp workshops. Only because the camp experience is unique has it been given emphasis here.

The value of parent participation cannot be underestimated. This is home-school cooperation in its highest form and is profitable to both parents and teachers.

The need for careful planning is paramount in a successful workshop program. The informality, good fellowship, and freedom of thought are products of long and careful cooperative planning. A good workshop doesn't just happen!

A challenge faces public education today to put into action an educational program based on our increasing knowledge of human development, how we learn, and the aspirations of our American culture. Camp workshops seem to provide a unique contribution in meeting this challenge.



Try this demonstration before P.T.A. or Rotary club audiences

## DAD LEARNS *how Sonny learns* TO READ

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READING is being taught with more skill today than at any period in the history of American education. Yet, because mom and dad do not understand the new methods and think only in terms of how they learned in years gone by, schools are getting a torrent of criticism.

Failure of parents to understand this phase of learning is more responsible than is any other one thing for the current hue and cry about the "failure of the schools to emphasize the fundamentals, to get down to good hard learning."

The business of not teaching the alphabet as the first step to reading and writing and the deferring of alphabet memorization until the second and sometimes third grade have caused widespread consternation among patrons of the schools.

### "LARNIN' THEIR LETTERS"

Faced with the problem of presenting the new methods of teaching reading to a group of stony-eyed business men in a talk recently, a teacher decided that the only way to explain the idea was to take the listeners back, as nearly as possible, to the situation they themselves faced when they attempted to learn the alphabet in their first days of school. He decided to "larn 'em their letters in the good old way" but to substitute a group of nonsense symbols in place of the traditional English characters. He used the nonsense symbols designed by Dr. Paul McKee, author of the well known textbook on "The Teaching of Reading in the Elementary School."\* He also made use of the pictures and text from a supposititious first grade reader such as McKee shows in his book. He copied the nonsense symbols on a white card and projected them on a screen, using an opaque projector.

\*McKee, Paul: The Teaching of Reading in the Elementary School, Houghton-Mifflin Company, 1948, p. 24.

"Tonight, gentlemen, I'm going to take you back to your first days at school. I am going to teach you your letters," he said. "It's really very simple for a child to learn the alphabet. All the teacher has to do is to write on the blackboard and to call out the letters. She merely has the children repeat them back to her and there you have it. After a few times they've got it—the good old way of a first lesson in reading!"

The teacher gave each nonsense symbol a crazy sound, such as "Ugh," "Wump," "Tiff," "Tugg," "Ugle" and "Buggle." He rattled off the first 10 nonsense sounds and then asked the audience to repeat them after him. Of course, no one ventured to call off even two or three of the names, and someone finally piped up to say: "It looks like a lot of Greek to me."

To this the teacher replied, "That's exactly the way the letters of the alphabet look when children see them for the first time. It is, as you can see, a perfectly meaningless approach to the learning of reading."

"Now, I am going to try to show you the difference between this approach and the one used in the modern school with modern methods and modern readers." He then projected on the screen the first page in McKee's picture series with the nonsense symbols spelling out words underneath.

### "LET'S LOOK AT THE PICTURES"

"Now, children (I mean gentlemen)," he said, "we're going to approach the learning of reading by a more meaningful method. First, let's look at the pictures."

The first picture was of a little boy holding a bow and arrow and standing near a stump, on top of which was a little toy duck.

"What do you see in the picture? There's a little boy. What does he have in his hand?"

"Why, yes, that's right, he has a bow and arrow. And what's that over there? Why that looks like a tree stump. What's sitting on top?"

"Yes, that's right, a duck. What do you suppose the boy is doing?"

"That's right, it looks like he is going to shoot his arrow at the toy duck. You see, gentlemen, we don't pay much attention to the text or the words underneath until we've talked about many of the pictures. Now, in the next picture, the little boy is standing there again with his bow and arrow, but this time he has the arrow drawn and ready to shoot at the duck. A man is standing near by with an apple in his hand. Who do you suppose the man is? Could that be his daddy? What do you suppose the little boy is doing?"

"That's right, he's getting ready to shoot at the duck, and he's looking at his daddy."

"What do you suppose his daddy is saying to him?"

And so on through the various pictures showing the little boy shooting at the duck and talking with his father. After about the fourth or fifth picture the teacher went back and pointed to the first picture.

### "SHALL WE CALL HIM SAM?"

"Now, here's the little boy standing alone. What do you suppose his name is? Shall we call him Sam? Now, how would we tell other people that the little boy's name is Sam, so that every time they looked at this picture they would remember that this is Sam? . . . Well, we have printed words. That's those little marks below the picture. This word says 'Sam.'"

"And now, in this picture, how would we tell anybody that this is Sam's daddy? Well, again, we'd use little marks underneath the picture. And, these little marks say, 'Daddy.'"



1 + ? (Sam)

a - +  
b - □  
c - X  
d - U  
e - ⊗  
f - △  
g - S  
h - □  
i - U  
j - ∩  
k - □  
l - V  
m - ?

n - b  
o - ≠  
p - =  
q - ||  
r - ∟  
s - ⊥  
t - ^  
u - o  
v - o  
w - o  
x - -  
y - 2  
z - 1



1 + U2 (Daddy)

#### McKEE'S ALPHABET OF NONSENSE SYMBOLS AND PICTURE STORY SEQUENCE

Schoolmen are not always good at dramatizing new methods of teaching. This new way of demonstrating the modern way of teaching reading can be made both informative and entertaining for the Citizens Commission or the Rotary Club. The schoolman projects on a screen the nonsense symbols for the alphabet, shown above, and gives each symbol a crazy sound like "Wump," "Tiff" and "Ugle." He rattles off these names and then asks the audience to repeat them. The adults soon decide that learning the ABC's isn't so simple. The educator then turns to the modern method of teaching, using the duck shooting sequence at left above. Soon the brighter "pupils" begin to get the idea. "Look, Daddy, look, look," one layman will shout after studying Picture 3 in the sequence. The sketches are from "The Teaching of Reading" by Dr. Paul McKee, published by Houghton-Mifflin Company.



V# # □ (Look), 1 + U2.  
V# # □, V# # □.  
3



V# # □ 1 + U2  
V# # □ + ^ (all) ? ⊗ (me).  
4



When the teacher came to the fourth picture a couple of fellows down front said: "I can read that. It says, 'Look, daddy, look.'"

These adult learners had discovered the likenesses of the appearance of the two words "look" separated by "Daddy." They had noticed the similarity of the two double crosses in each letter for the two double O's.

At that point the teacher stopped and said: "That's exactly the point I want to make. Very soon in talking about the pictures and then learning what the words say underneath them, the children come to recognize the similar characteristics of words and letters. Instead of memorizing meaningless letters and sounds, they are getting letters and sounds much as they do in learning to speak.

#### NO MEANINGLESS DRUDGERY

"No one teaches babies formal lists of the sounds of the alphabet, the vowels or the consonants and then tells them how to put them together to make meaningful combinations. No, they learn by listening. In the case of reading, the children learn by talking and listening and seeing. They learn that words have meaning and use. As a result, they learn eagerly and swiftly. Reading is probably the first partly formalized learning. And, to approach this most important learning as meaningless drudgery is to set a bad attitude toward all learning. Learning becomes boring rather than an eager quest for discovery and power.

"When you fellows down front here said: 'I know what that says. It says 'Look, daddy, look,' you were doing exactly what the children do in the first grade after the teacher has discussed what's in the picture and given them the clue to some of the words. They begin to recognize words and associate them with meanings. The aim is to develop rapid reading, wide eye-span, so that instead of learning to take the letters one at a time, or words one at a time, and thus to read laboriously, 'the . . . cat . . . chases . . . the . . . rat,' the children learn to take in words, phrases and sometimes even short sentences at a glance. They begin with ideas, phrases and sentences, then go to words, and last of all to the individual letters that make up a word.

"Don't think for a moment, gentlemen, that this means that formal drill is neglected. Teachers who know their business know that they must take time to call attention to similarities of initial

sounds of words, initial looks of letters, so the children recognize the beginning letters of words. They know that they must take time to sound out likeness and unlikeness in word sounds. In other words, they must use drill. But, drill is no longer drill for drill's sake. The drill becomes a means to an end, with interest coming first and the learning being a means to an end much desired by the youngsters.

"The children write their names on their lockers, on their books, on their paper pads. They write labels for things in the schoolroom and put them in the appropriate places, such as FLOWER POT, PIANO, BIRD, SANDBOX, DOOR. They act out the words and act out ideas for a story, telling of some experience in the classroom or something that they have seen on the way to school. Then the story is written out on the board by the teacher and the youngsters thus come to see that words have utility and meaning.

"As an especially effective device, the youngsters write: 'Hello, fourth graders,' on the blackboard. Then they invite the fourth graders to come to their room and tell them what is written on the board. They are sometimes shocked and amazed, but almost always pleased beyond measure, when they see that the fourth graders can read right off what they have written on the board for them. 'Some day,' says their teacher, 'you'll be able to write messages so that anyone can read.' A little later they may write notes to their mothers and fathers like, 'Mother, I love you,' or 'Daddy, I think you're nice.'

#### TODAY'S READERS ARE FASTER

"Gentlemen, those of you who learned the old alphabet way, as I myself did, probably became word readers at some stage in your learning. Many of you, like myself, are probably still casualties to this laborious approach of going from meaningless symbols to laboriously written out words, to laboriously pronounced words, to laboriously read words, and finally, to becoming slow, laborious readers all of your lives!

"Some of the youngsters in the fifth or sixth grade today can read twice as fast as you and I. What's more, they tend to read with greater comprehension because their whole approach to the learning of reading has been the 'idea' approach. They have been taught to see that reading has meaning and that the chief object is to get ideas from printed words. Their eye-span is

greater, they take in more words at a glance. They don't read across the page in short, jerky little eye movements, 'The . . . cat . . . chases . . . the . . . rat.' They read, 'The cat chases the rat,' quick like. They're reading ideas instead of words.

"There's nothing wrong in having a child memorize the alphabet except that it doesn't mean much to the beginner and doesn't contribute much to learning to read or write. So, don't get upset when your youngster comes home and starts to read from his little Weekly Reader or his little picture book, and you discover that he doesn't know a single word in a line of type underneath the picture. Don't get upset when you discover that he doesn't know the alphabet. Just remember he's embarking on a better and swifter and a more meaningful way to learn to read. He'll learn the alphabet later, maybe in the third grade when he learns to use a dictionary.

#### "VISIT BEFORE YOU CRITICIZE"

"You men all like to see rapid strides and continuing progress in your business or industry. Certainly, then, you would not stand in the way of swift and improved methods in the public schools. Before you criticize, be sure to visit the school. Get acquainted with the teachers. Find out what they're trying to do. Chances are you'll come away convinced that teaching is a mighty complex business, and that modern schools have plenty of 'know-how.'"

Well, that's the method one schoolman used in trying to get across the idea of the new way of teaching. I'm convinced that we must demonstrate, we must be more specific, we must very much point up the information we're trying to give parents and citizens about the public schools. We've got to quit talking in vague, glittering, academic generalities, assuming that the public already knows what we're trying to say. We've got to get down to demonstrations and to take the parent or citizen himself right through a firsthand experience with the methods that we use. Only by experiencing firsthand what the public schools are trying to do can the citizen come to know what it's all about. We've got to slough off the glib pronouncement of such phrases as "reading readiness," "maturation," "rate of growth," and so on. We've got to get down to good hard facts, graphically and dramatically demonstrated.

# **SALARY SCHEDULE**

**ARTHUR P. BIXBY**

District Superintendent of Schools  
Connecticut State Department of Education

**T**HE teachers' club of one of the towns in our school district presented a request for a flat salary increase just at the time the school board was faced with a substantial increase in the high school tuition charged by a neighboring city. The board voted an emphatic "No."

However, feeling that such action would destroy teacher morale, I suggested that a study be made to ascertain our status in relation to other towns of comparable size and wealth. This the board agreed to, the result being that it discovered it needed to consider the matter further if our schools were to compete favorably for teachers.

At the time this report was studied, I suggested that the board and teachers meet at an early date to discuss the matter of an improvement in the salary schedule. The board readily agreed to this. In reporting back to the teachers' club, I suggested that it also seek to improve the policies relating to sick leave, where the immediate need for more funds would not be pressing.

When the teachers were ready to present their recommendations on an improvement of sick leave policy and had begun to study the salary schedule for revision we arranged a board-teachers' club meeting. The mutual exchange of ideas and opinions at this meeting resulted in the acceptance of the proposed sick leave and personal needs policies and a vote by the board to continue to have the teachers study the salary schedule with it.

Time for issuing contracts now arrived, and as salary negotiations were pending, the board changed the old minimums and issued the contracts based on the old schedule, since I had advised them that this did not prevent further negotiations.

When the teachers received these contracts they were greatly perturbed. However, they were assured that their fears were ill founded.

Another board-teacher conference

## **DO'S AND DON'TS IN SALARY SCHEDULING**

### **Do's**

1. Call in a state professional group consultant early so he can function properly to prevent misunderstandings.
2. Educate teachers to understand that the appropriate timing of their request may find school board in a more receptive mood.
3. Keep teachers constantly informed through written reports of progress.
4. Have all proposals in writing, with copies for all teachers and board members.
5. Give school board at the outset a clear-cut philosophy of salary scheduling.
6. Be sure that teachers and school board understand the mechanics of salary scheduling.
7. Use expert assistance available from certain teachers and school board members to clarify technical points.
8. Endeavor to obtain, in these times, some means of adjusting your schedule to the advantages offered by schedules in other towns and cities with which you have to compete for teachers.
9. After preliminary discussions with teachers and school board, organize smaller study groups.
10. Study with the teachers and school board the town's ability to pay.

### **Don'ts**

1. Don't do a hurried-up job.
2. Don't forget to gauge community feeling, bringing the public in to assist.
3. Don't forget that leave policies are an important part of the total salary schedule.
4. Don't forget to have teachers study the local financial situation, preferably with you first.
5. Don't make the schedule so complex it can't be understood by laymen.
6. Don't allow board, teachers or public to maneuver you into a biased position.
7. Don't forget that a careful analysis of the old schedule, if there is one, may yield invaluable guidance.
8. Don't let teachers forget that the school board must consider its responsibility to the public.

was held at which the chairman of the salary committee presented the basis upon which the teachers were working for the salary schedule improvements. The board adopted its annual budget without considering a new salary schedule, and this again upset the teachers. Another school board-teachers' club joint meeting was held. This one was attended by a field worker from the Connecticut Education Association, acting as a consultant.

The consultant developed with the group a philosophy for salary scheduling and explained the mechanics of operating a schedule. This assistance encouraged the school board to appoint a committee to meet with the teachers' club salary committee and the superintendent to work out the final details of the salary schedule.

It is my opinion that state professional organization workers, by identifying and clarifying problems early, do

much to prevent misunderstandings. These workers always should be identified by the administrator as consultants, for in such capacity they can best serve to promote a smooth functioning professional way of solving problems.

The joint committee obtained a thorough education in the mechanics of a salary schedule as it considered minimums and maximums, annual increments by which maximums were to be reached, and differentials based on years of professional training. After a study of the problem, a schedule was finally agreed upon, only to be stymied by lack of sufficient funds.

However, the board of finance had approved a budget that contained funds for transportation which were not now necessary as our new contracts called for a lower sum. So we suggested that, since the additional money from the transportation fund was not adequate for full implementation of the schedule, a partial implementation might be effected. This was unanimously agreed upon.

The schedule was presented at the next meeting of the board of education by one of the board members of the joint committee. His education during negotiations, he informed me, enabled him to give a most convincing presentation, which caused the board to adopt the schedule unanimously.

#### RESULTS OF NEGOTIATIONS

The board readily approved the following further improvements of the salary schedule.

1. Full year's credit on schedule for previous teaching experience, including a full year's credit for one-half year's experience or more.

2. Full year's credit for each year of service in the armed forces, provided teacher training or teaching experience was interrupted by such service.

3. On maternity leave, teacher must leave three months before confinement and not return until one year after birth of child, although superintendent can use discretion to shorten or lengthen period of postnatal leave; no salary paid during this leave.

It was the opinion of the board that its year long negotiations had given the members a much keener understanding both of the salary problem and of the teachers. The teachers felt that they had gained a better insight into board problems. Mutual respect and understanding, necessary democratic ingredients, are bound to develop through action and interaction.

## EVEN RUSSIA AGREES

### on advantages of World Calendar

THOMAS MORRIS

Teacher of Latin  
Irving School  
Tarrytown, N.Y.

**W**HAT principal or headmaster has not spent many summer hours planning the vacation schedule for the scholastic year? He must reconcile the number of required school days with the national and local holidays. The World Calendar would solve these problems once and for all.

By "freezing" a year which begins on a Sunday, such as will 1956, these problems would be solved. A World Holiday every year on what would be December 31 preserves the standard 365 day year. Every fourth year would have the necessary leap year day on the day which would be June 31. All dates would recur annually on the same day of the week. Thus, for example, Labor Day would always be on September 4, as well as on Monday.

#### STANDARDIZING THE MONTH

Some persons thoughtlessly object that such an arrangement would be monotonous. They fail to realize that the variety of the year is due to the variation of seasons and the recurrence of different festivals and is not due to our recording of these events. Certainly these persons would not want a varying of our day, so that some would be of 24, others of 23 or 25 hours. As our watches and clocks are based on a standardized measurement, even though the length of the day varies with the season of the year, so,

too, should our year-clock, our calendar, be standardized in our measurement of the months.

Some years our holidays are lengthened by falling just before or after a week end; at other times we feel justly deprived of extra time when these holidays occur on the week end or in the middle of the week. If we had the World Calendar these discrepancies would be permanently adjusted.

#### IRON CURTAIN COUNTRIES APPROVE

The League of Nations failed to adopt a permanent calendar because of the number of plans submitted, about 500 — some of which suggested impractical, indivisible years of 13 months. Although the World Calendar missed being presented to the General Assembly by a tie 4 to 4 vote in committee, yet a poll of the delegates reveals an overwhelming number favor its adoption. Even the nations behind the Iron Curtain approve! Perhaps this will be one point, at least, on which all the members of the United Nations will agree.

International scientific, business, labor and educational organizations have endorsed the World Calendar. A paraphrase from "Hamlet" serves as motto for the long-due calendar adjustment:

"Our time is out of joint, but O, delight,  
That we are born this age to set it right."

SOMETHING new and something borrowed outshone the something old and something blue of the A.A.S.A. regional meeting in St. Louis, February 23 to 27.

The new revelation was The Public. Or, perhaps it was just a rediscovery of Town Meeting values. "Ask the public!" "Be honest with the public!" "Get the public behind you!" Everybody was talking up the public in an excited although not always disinterested way.

The something borrowed—by President Kenneth E. Oberholtzer—was the Speechless Clinic. This technic, when applied by two or three clinic directors, well nigh eradicated that recognized disease entity, Conventioners' Complaint. It gave the little guy the floor, and don't think he didn't rise and shine or rise and whine. For every question put by Mr. Small there were six or a dozen Dr. Bigs and Dr. Wigs and Dr. Knows to give him the dope. Even though the experts disagreed on the remedy, Mr. Small welcomed the attention. Occasionally he or one of his peers could set the consultants straight; that were paradise enow.

On Tuesday there were 10 of these all day give-and-takes, some of them attracting as many as 800 to 1000 delegates. Discussion topics were hand picked, not by A.A.S.A. officers but by members—individually and through advisory groups. Some chairmen got cold feet on Dr. Oberholtzer's proposition and gave the speech makers their heads, pushing the convention partially back into the old groove.

Slightly sour on the speechless clinic idea were the newspaper reporters and magazine editors, who over the years have leaned hard on press office hand-outs. This year's hand-outs were too frail to support coverage.

#### SOME 8500 NOSES

Counting numerous teacher, school board and allied organization noses, there were between 8000 and 9000 school people in St. Louis that week, the largest regional convention to date

and undoubtedly larger than the oncoming Los Angeles and Boston regionals. Delegates chatted in Middle Western and Southern accents in about equal proportions, as they registered from states stretching from the Alleghenies to the Continental Divide and from Lake Superior to the Gulf. Minnesotans had mushed out of 6 feet of snow and Texans had left their wives home to run the camellia show.

The exhibits were thronged, and one firm's bright red yardsticks became the schoolmasters' temporary rod of authority. The ubiquitous red sticks and the rows of red drinking cups on all speakers' tables are certain to inspire new waves of propaganda from the professional attackers of schools; these hue-and-cry babies came in for some determined attention during the convention.

#### GOSLIN GIVES A GETTYSBURG

The hero-victim of one of these attacks did a Gettysburg speech on Tuesday evening; it was the talk of the convention, and he did it off the cuff or, more precisely, from the heart. Willard E. Goslin of George Peabody College, in accepting the American Education Award presented annually by the Associated Exhibitors of the N.E.A., found the whole audience at his feet. Said he, in part:

"This freedom never lives alone. I can find no instance in history where a people enjoyed just free speech—just freedom of religion—just political freedom without having that freedom surrounded by other freedoms. Freedom at best is a cluster of freedoms, and it is the business of education to keep citizens enlightened so that the great cluster of freedoms can be kept alive.

"There is now under way in America one of the great ground swells of public interest in free education of this nation's history. The success of our enterprise and, to a considerable degree, the success of the American citizen, depends on whether those of us in education, lay and professional

alike, prove to have enough understanding, courage and ingenuity to seize on, to mold and to lead this great ground swell. If we prove to have that understanding and that ability, I predict that this organization will meet five years from now, 10 years from now, and find this nation at the crest of a great upsurge in improvement and expansion. If we fail, we will soon find that our anxieties have deepened, our frustrations are worse and that attacks on the free institutions of this country have spread beyond expectations."

#### THE PAUSE THAT REFRESHES

The exhibitors expressed their thanks for association support in a rousing Rodgers and Hammerstein musical evening produced by the St. Louis Municipal Opera with soloists imported for the occasion.

A light vote was cast Tuesday on 21 resolutions with a resulting 3 to 1 approval ratio. They won't become official until voted on at the other two regionals. As one might have surmised, the proponents of these resolutions don't want members of the Communist party employed in the schools; they don't want the armed forces to interrupt the careers of high school and college students any more than necessary or with inequities between the two groups; they do want greater allocations of critical materials for school construction, federal aid appropriated to the states and channeled through the Office of Education, TV channels preserved until the schools can provide facilities for their use, athletics administered by school authorities solely, and 14 other items.

#### SCANDALS ON SUNDAY

THE Scandals of 1951 and this year's Scandals had top billing at St. Louis. Without these smash hits, it would have been a less indignant and determined convention.

Rave notices were to be expected from the Sunday critics. Hadn't the Educational Policies Commission in





Tennesseans M. P. Shelley (l.) and W. G. Fordyce (rt.); Gerald Sprung, La Mesa, Calif. (c.).



Two Kansas superintendents, Oscar E. Foote of Lyons and Wayne E. Mase of St. John, have just obtained convention badges, having completed their registration on Saturday morning.



Robert Halmstad, Chippewa Falls, Wis., and a Denver board member, Mrs. R. P. Heath.



Supt. Phil Hickey of St. Louis (l.) and A.A.S.A. President Oberholtzer (white hair) join Associated Exhibitors Secretary Crabtree, President Kelly, C. B. Stateler and C. S. Stock at opening of exhibits

Supt. Noble Puffer of Cook County, Illinois, and Mrs. Puffer in bright red gown.



Supt. Earle O. Liggett of Munhall, Pa., Supt. C. W. Richard of Powell, Wyo., and Supt. Hugh S. Bonar of the Township High School and Junior College at Joliet, Ill., meet for first time.





1951 promoted a yearbook on moral and spiritual values in the schools, and here was a continuing market for the book and its oral sequels. Naturally that group and the vespers speaker would lean heavily toward the big Athletic Fixes number.

The Monday morning convention edition brought Kefauver's review, which played up the complicated choreography of the Political Beauty and Gangster Beast ballet.

Through the rest of the regional convention, however, one commentator after another gave special notice to such numbers as the Refrigerator Folies and the March of the Mink Coat Mammals.

Our free society is going to disintegrate, thinks Dr. Arthur L. Miller of Denver, the vespers speaker, unless we sharpen our sense of personal responsibility for group action. Group morality, he believes, tends to sink to the level of its least discerning members. Home, church and school must inculcate in the minds of youth the importance of obedience to unenforceable laws.

"The tendency we see in American life of disparaging excellence is tragic," Dr. Miller bemoaned. "In this category of evil must be placed the practice of feather-bedding in unions; the scorn that is heaped upon the student who studies and is contemptuously called a 'brain'; the subtle and demoralizing idea of the military officers who say to the men, 'Why not remain in the service, for where can you get so much for doing so little?'; and, supremely, the false principle 'Why be honest? It doesn't pay.'"

To Dr. Miller, a Presbyterian preacher, Joy obviously is not something that makes the dishes shine in half the time. He kept talking to a crowded opera house Sunday afternoon as if Joy were a product to be externally applied to the face or even injected into the mind. He wants it furnished free to school children and advocates that the church and school pool resources and place a large order for the product.

#### MONDAY ORATIONS

It wasn't primarily a search for Joy that crowded the exhibit hall Monday morning, yet there were more people looking at the commercial exhibits than there were occupying the seats in the auditorium at the opening of the first general session. "It just goes

to prove," remarked a NATION'S SCHOOLS advertising man, "that products are more interesting than people."

#### THE THREE R'S PLUS

These shoppers missed a first-rate speech by Willard Givens, soon to retire as N.E.A. executive secretary, who was curtain-raiser on Senator Kefauver. For Dr. Givens really gave.

All the hullabaloo about schools not teaching the three R's as well as they utter is so much eyewash, in the opinion but not the language of Dr. Givens.

"The evidence is incontrovertible that today's children read more, read faster, understand better and remember longer what they read than their forefathers did," Dr. Givens asserted, citing evidence that sounded incontrovertible. "But that is not the real question to ask," he continued.

"The real question is whether today's pupils do as well as they can, as well as the school and the public have a right to expect. Since there are objective measurements of achievement in the three R's, such measurements should be applied by all schools, interpreted in terms that can be understood, and followed at once by remedial action to overcome weaknesses that measurements disclose.

"The most serious lack of our social misfits, however, is not skill in the three R's but lack of high ideals of human behavior and social ethics, which are the objectives of modern school studies often condemned by some school critics as non-essential. It would be a tragic error if the American people should restrict educational opportunity to the tool subjects or curtail the socializing objectives of the school curriculum," Dr. Givens declared. He urged school systems to employ teachers of the highest qualifications in the elementary grades.

The N.E.A. president, Supt. J. Cloyd Miller of Deming, N. M., scolded his administrator colleagues, even as he greeted them from the platform Monday morning. Some of them, he charged, are more interested in this child of

the family (A.A.S.A.) than in the parent organization (N.E.A.) They don't encourage their teachers to join the N.E.A., he complained.

For Senator Kefauver more auditorium seats began to be covered, but even so there weren't enough key citizens in evidence to put him in the President's chair. The Tennessee senator cannot be quoted as saying "I like Ike," but he did say "I like rope-twirling," which won him applause and Texas support.

"There is little the school can do about any kind of athletic fixes," the senator stated, "unless the entire community, including the law enforcement agencies, organizes itself against corruption and cleans out the criminal elements with money in their pockets to tempt young boys. The clean-up of any form of corruption affecting the schools is a community job in cooperation with the schools. You men can't do it alone."

The senator labeled himself a strong federal-aider in regard to education and suggested that the time has come for educators and laymen to resurvey the present situation in regard to federal aid, make up their minds as to what kind of bill will be most acceptable and most adaptable to the needs of the people, reorganize and regroup their forces, and "launch a gigantic national campaign to obtain the best kind of act we can."



Denver provided a fine president, Kenneth E. Oberholtzer.

The surest way to prevent any degree of federal control over education, the senator said, is to transform the U.S. Office of Education into an independent, over-all, policy-making and coordinating body. This transformation should come concurrently with the development of a broad program of general federal aid to education in the states and local communities.

Favorable House action on school-house construction aid bills will depend upon schoolmen and friends of the public schools letting their congressmen know where they stand right now, the senator warned.

## FRACASES IN AFTERNOON

FOR budgetary reasons, big names are not strewn around the banquet tables at regional meetings with the abandon that characterizes national gatherings. Yet as far as practical ideas are concerned, the loss to delegates is not measureable. Fewer big shots mean that more school administrators get the fine, heady feel of convention platform and floor.

## HASH SESSION ON SPORTS

Several dozen persons were in on the arguments at the Monday afternoon hash session on school athletics. Some 300 schoolmen and a handful of classroom teachers selected this item from the 13 entrees on the printed menu, and there was plenty to chew on for the allotted two-hour repast. The speakers and interrogators were largely former athletes and members of athletic control boards, red meat boys, but most of them admitted their sports recipes were not perfect and were in need of revision and further testing.

T. L. (Jake) Noel, executive secretary of the Missouri High School Activities Association, was candid and caustic in his criticism, on the college and university level, of camera-hogging coaches, the drudgery of enforced spring practice, and the commercialism of bowl games; on the high school level, he lamented the unruliness of local fans and the school time lost in tournament play. He had a constructive suggestion for relieving one of these sore spots—the sportsmanship thermometer developed at Lamar, Mo., its lighted bulb showing an appraisal of spectator conduct during the previous quarter.

Supt. Frank Allen of South Bend, Ind., wasn't for admitting that any-

thing is wrong with either college or high school sports systems. He would like to see sports programs increased rather than diminished, he told the audience. He regards the widespread indignation and shock resulting from abuses that have occurred in sports as the failures of individuals and not of the system. There is no better school-room for democracy, thinks he, than the athletic field or gymnasium.

After that, it was wide open.

Supt. L. M. Wikre of Red Wing, Minn., isn't for placing all the responsibility for sports scandals in the lap of the colleges. It's a vicious cycle, he contends. The heavily subsidized varsity hero returns to high school as coach. When he develops a good athlete, he tells him to hold out for the highest college bidder.

Supt. Virgil T. Blossom of Fayetteville, Ark., sought a show of hands as to whether the school systems represented could report that their athletic programs were improving or deteriorating. More hands went up for improvement than for deterioration, but most hands didn't move.

Agitated—and not identified—was the gentleman who wanted to know if he alone is "agin" state tournaments. "When a team once wins a state tournament, and the community gives the coach a Cadillac and builds a gym seating 5000, and when the newspapers rate high school teams 1, 2, 3 and 4, and when the squad practices five or six hours a day for six or seven days a week, is that overemphasis?" he plaintively asked.

## STATE TOURNAMENTS?

Most of the superintendents were behind Agitated and Not Identified. But not Phillips, executive secretary of the Indiana High School Athletic Association.

"Any good athlete wants to play in competition," argued he. "If the schools veto state tournaments, some outside group will exploit the kids—send them all over the nation, send them abroad."

The Iowa crowd, of which Supt. Frank Douma of Ottumwa was chief spokesman, and the Missourians have come out for a balanced program. Iowa, at least, is trying to limit basketball games to one a week. "Music, dramatics and debate are part of the preparation for life," former athlete Douma pleaded, "and they are entitled to student participation and support as much as is basketball."

These are but a few samples of the spirited exchange.

## THE 50 YEAR CONFLICT

Those guiding high schools today should not lose themselves in problems of universal military training, civil defense, or teaching practical math for military use. The high school has a more fundamental job to do because the present conflict is deep and basic.

That was the thesis agreed upon by a group led by Supt. J. Chester Swanson of Oklahoma City, Okla.

The group accepted the fact that we're in the midst of a 50 year conflict in which the wars of 1914, 1941 and 1950 were merely incidents. This new type of conflict may rage for another 50 years. It cannot be settled by the military because its objectives are not land conquests but conquests of the mind and spirit of people the world over.

Moving on from that analysis, the group then looked at the ability of our spiritual resources to withstand attack. "Tragically, that is exactly our most vulnerable spot," said Prof. James M. Richardson, Oklahoma A. & M. College, Stillwater. For that reason, he said, the high school must concern itself primarily with strengthening the spiritual resources of all youths.

Discussions centered around the big objectives of secondary education in time of ideological conflict. Again, the warning was heard that school administrators can easily get lost in immediate pressures of an emergency. But the big objectives for our new type of crisis can be easily listed if not easily achieved. They are:

1. Boys and girls should be helped to understand that freedom and democracy are not gifts but must be won and rewon by each individual with his own effort.

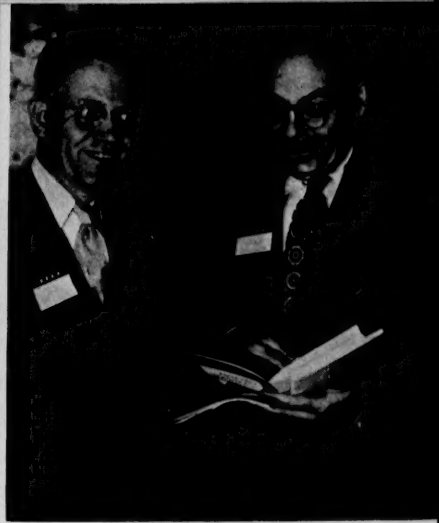
2. The ways of science are not ways of magic but are the outcomes of hard labor by men and women who search for the orderly patterns of the universe.

3. Wealth, ideas and satisfactions are important only as they are shared—and shared with as wide a circle of people as possible.

Does this imply a revolution in the high school curriculum? While some administrators thought these three big objectives could not be carried out without drastic changes in courses of study, others quickly said, "Let's be practical." The inference was that



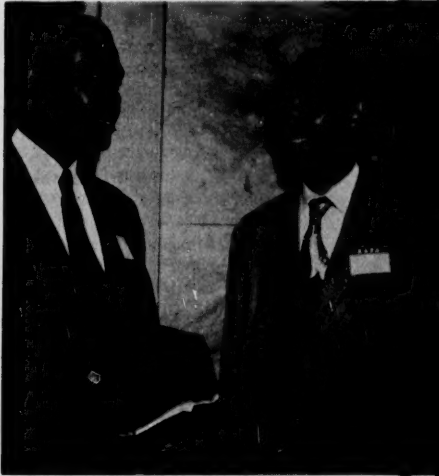
Supt. Joe Lockey of Liberty, Tex. (right) has already registered; he pauses to meet Supt. Lloyd E. Gilbert, Dayton, Tex., and Supt. F. B. Bailey, Oak Lawn, Ill.



Supt. H. M. Potts, Fairfield School, Hamilton, Ohio, talks with Supt. J. H. Hudson, Mars, Pa.



J. N. Kagey, Wyandotte; Robin R. Dean, Anadarko; R. M. Kelley; Diamond Roach, Concho; H. A. Wall; James D. Wallace, Lawton, all of Oklahoma, except Kelley and Wall (Indian Service).



Leo D. Jeffers, Training School, Mineral Springs, Ark., and Ben G. Williams, Magnolia, Ark.

From Illinois: Thomas L. Nolan, Rockford board member; Supt. Al Schneipp, Cerro Gordo; A. H. Bates, president, Rockford Spouses Club (husbands and wives of board members).



C. A. Lee, Washington U.; A. L. Threlkeld, Columbia; C. W. Thomason, Henderson State.



these objectives have to be worked out with the resources at hand and with the established courses of study as a beginning.

#### STATE DEPARTMENT 1960

The kind of state education department wanted by 1960 was the starting point of another Monday discussion group, but the argument soon shifted to familiar disagreements as to how the chief state school officer should be selected.

The group, composed primarily of state department personnel, was offered a blueprint for an improved state department by Ralph W. Tyler, dean of the division of social sciences of the University of Chicago.

Said Architect Tyler: Some of the older concepts of the functions of a state department must be erased, particularly the old notions about inspection, supervision and control. Of course, most departments have certain legal responsibilities, but these can be met with a minimum of control."

Dr. Tyler proposed that state departments look toward 1960 with two goals in view: (1) to provide educational leadership for public education and (2) to provide those educational services that can be maintained at the state level more effectively and efficiently than at any other level. Such services not only would include the areas of certification, recruitment, placement, curriculum, district organization, finance and buildings but also would hold the state department responsible for coordinating relations with other state agencies relative to education (such as conservation and health) and for fostering the cooperation of all groups interested in public education.

"In exercising educational leadership, the state department needs to work both with professional personnel and lay citizens. It needs to utilize effectively a wide range of methods, including consultation, conferences, visits, reports to and from the field, pilot studies, and cooperative projects. Such leadership requires both ideas and skillful ways of working with people."

Agreement with this design for 1960 was expressed by Mrs. Pearl Wanamaker, Washington state superintendent, who emphasized that the intent of such leadership should be to develop strong local school districts through help rather than through directives and inspection.

Unanswered was a request that the panel differentiate between the unique

functions of a state department as compared with those of a state teachers' organization.

Air-conditioned pupils comprise a current educational goal. Schoolmen utter wonderment over our shrunken earth but to the youngsters it's commonplace.

#### ABOVE THE CLOUDS

At a session on air age education, Supt. Evan Evans of Winfield, Kan., called for streamlined teaching methods and jet instruction, arrived at through the use of more aviation materials. These will make happier lives for children, more exciting educational procedures, and more exciting teaching, he is convinced.

A Dane, Ejler Alkjaer of Copenhagen, told of the cooperation of Scandinavian countries in education about aviation; the air prophet, John Furbay, proclaimed his perennial missionary message, and H. E. Mehrens of the Civil Aeronautics Administration allowed as how the in-service training of teachers can be greatly aided by aviation.

#### MUST SHATTER THREE IDOLS

Why has the normal amount of mumbling against the public schools suddenly turned to shouting?

President William F. Russell of Teachers College, Columbia University, put the question and answered it at the Monday evening general session.

Dr. Russell thinks many of our educational leaders have an erroneous view of the human mind and fallacious theories of how we learn. He set up three idols and knocked them down, at least to some people's satisfaction.

Idol No. 1, according to the Teachers College president, is: A general principle, well taught, will be applied by the learner in many different prac-

tical situations. Knowledge is automatically followed by conduct. Precept turns into practice. Thus a course in hygiene makes a healthy person; a course in morals, a moral person.

Idol No. 2 is: Disagreeable, difficult and preferably useless work on a highly organized subject (such as Greek, Latin and mathematics) will train the mind, sharpen the judgment, and have useful results far beyond mastery of the subject itself. Related to this theory is the idea that discipline, politeness, good behavior are general qualities which, once learned, are likely to be applied everywhere in life.

Idol No. 3 is: When you want to train a leader, you must discipline him, make him follow, do as he is told. Hence the saying: The way to train a leader is first to make him a follower. Note the discipline at West Point and Annapolis. Also note that when the military seeks special leadership, it sends the officers to special schools. Note also that parachute troops and commandos are trained quite differently from regular troops.

"We scholars in education believe these idols to be mostly false; our researches lead us to this conclusion. Relatively few people know of these researches and conclusions. It should be the task of scholars in education to make the results of their work known and generally accepted. Eliminating the idols of the educational theater is one of the first tasks confronting schoolmen," he concluded.

#### SPEECHLESS TUESDAY

A BUSIER bunch of experts have seldom shared a microphone than the two teams of six each who answered questions at the all-day speechless clinic on School Buildings Tuesday. Some 750 or 800 persons made up the audience.

Chairman N. G. Fawcett of Columbus, Ohio, need not have taken the precaution of planting a few questions among his friends in the audience; the spontaneous questioning was like a heavy artillery bombardment.

The audience would have liked more help on secondary school planning but its questions were hurled back into its teeth since the experts did not regard program planning as their field.

If the trend is toward unified studies in the high school, volunteered Wilfred F. Clapp of the Michigan State Department, then high school classrooms must be bigger. If a high school



N. B. Walters, director of retirement, Denver public schools, and W. S. Vincent of the Citizenship Education Project, Teachers College.



program calls for 75 students in a social science laboratory, a room 1200 feet square may be needed.

Architect William B. Ittner of St. Louis senses a movement toward the campus type of plan for high schools, which will increase the cost slightly. W. D. McClurkin of Peabody College regards the campus plan as no panacea. Without a special reason for it, there is no reason for it, he decisively adds.

In the elementary grades, adherents of the square classroom, the rectangular classroom, and the pentagonal classroom had their say. They all agreed that the self-contained classroom is the correct idea for a school with an activities program.

Elmer E. Peterson of the University of Iowa prefers squarish to rectangular classrooms but holds that the important point is to get away from the narrow 22 foot construction span. Dr. McClurkin is of the opinion that a teacher, given a square classroom with movable storage cabinets, is likely to place the storage cabinets at the back of the room and make a rectangular classroom out of it.

As to the pentagonal classroom, Mr. Ittner thinks it "a very inflexible form," and Dr. McClurkin holds that someone is just buying a pet scheme.

N. E. Viles of the U.S. Office of Education has a sneaking suspicion that teachers in 1000 square foot classrooms may waste some of that expensive space; he'd like somebody to make a study of how teachers use big rooms.

#### WANTS PORTABLE BUILDING

A county superintendent wanted to know of a good movable school unit that could be taken around the county when there was an influx of pupils. Research at the University of Michigan has provided such a building but its first price is not cheap, Dr. Clapp says.

Red Oak, Iowa, wanted to know if school folk are going back to slate blackboards. Nobody seemed to think so. Mr. Ittner is finding green glass entirely satisfactory. Light green composition chalkboards are low in first cost and so can be replaced oftener. Two new possibilities are on the horizon, the audience was told: a paint applied to the wall which makes a writing surface, and an aluminum backed and steel surfaced plywood chalkboard. Dr. Viles predicts the latter product is going to be stymied temporarily by material shortages.

Asked about the steel situation, Dr. Viles thinks the outlook is more prom-

ising; schools may get self-certified steel in a short time. Architects have learned how to reduce the need for structural A steel, but the nation is very short on copper, he asserts.

Lighting brought on quite a discussion. It seemed to be agreed that for a schoolhouse adequately daylighted and without much community use at night incandescent lighting is the best buy; where there is a lot of night use, better make it fluorescent.

As for one-story *versus* two-story construction, the consensus was that the one-story may cost a little more but it's worth it; as far as heating a one-story building goes, schools are now so well insulated that there is no difference in fuel costs.

#### PROLOGUE TO TRAGEDY

"A cup of coffee, a friendly tone of voice, a smile"—that's public relations at its most effective! This face-to-face human relations is possible only in the smaller community, and it makes of the small town and rural superintendent's rôle an enviable one in this field.

George H. Holmes, director of public relations at Iowa State Teachers College, Cedar Falls, spoke these comforting and stimulating words at a joint meeting of the A.A.S.A., the National School Public Relations Association, and the N.E.A. Department of Rural Education.

The committee room wouldn't hold the people who were interested in this topic; reminiscent of the situation in the elementary classrooms at home, seating capacity was 100 short of need.

Mr. Holmes declared that public relations is a top-level administrative function, as big industrialists have come to realize. Of course, the superintendent can't do everything, and he should try to detect in his faculty the special services in public relations that he can use. Too, the administrator must train the school personnel—teachers, custodians, secretaries—to help inform the community.

"Public support without public information is a prologue to tragedy," Erich Selke, professor of education at



Virgil M. Rogers, new president, now takes office.

the University of North Dakota, told the group. "Financial support can be achieved without adequate communication usually, but it is basing the school program on a false foundation."

Dr. Selke warned against the use of pedagogy. "Our job is to give parents more than mere rumor and hearsay," he stated. "The best communication begins in the classroom. Superintendents also should assume responsibility for arranging media so that ideas of the people flow back to the schools. Make these avenues of communication personal; use the P.T.A.; develop citizens advisory groups. Be sure to have group representation at the top level, but don't be afraid to consult labor, business and other special groups, realizing, of course, that their views are almost bound to be biased. One must simply recognize this limitation," he concluded.

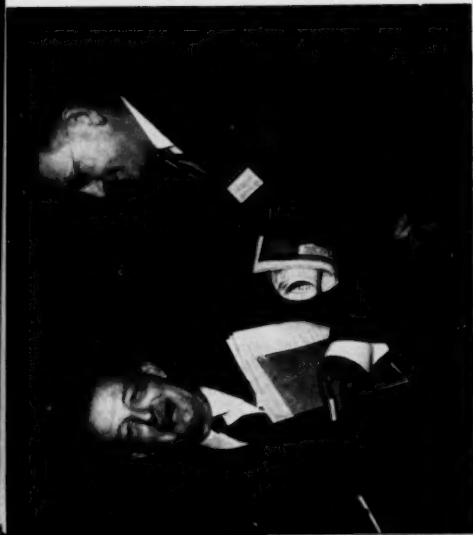
#### PERSONAL MATTERS

"Roll your own," was Dean John Guy Fowlkes' parting words as he summed up an all-day clinic on the superintendent and superintendency.

"Recognize your individuality as superintendent," the Wisconsin dean of education advised. "Hold to basic principles, evaluate your actions constantly, and do not try to learn what is going on somewhere so you can bring it home and apply it as a stencil. Roll your own!"

The way Chairman James K. Michie of Hibbing, Minn., conducted this par-





Jacob Gunther, board president, and S. F. Colhoun, supervising principal, Baltimore, N.Y.



John Guy Fowlkes, dean at the University of Wisconsin, argues point with Lee M. Thurston, the state superintendent of public instruction for Michigan.



Prof. Paul W. Seagers of Indiana University; County Supt. H. C. Moore, Dyersburg, Tenn.



Standing: Supt. Lorene Langer Martz, Dist. 109, Justice, Ill.; Mrs. Clifford Peters, Michigan teacher; Supt. J. L. Engelhardt, Kingman, Kan.; Supt. Lloyd Mercer, Orion, Ill.



From Arkansas: Supt. O. H. Bourns of Eureka Springs; A. B. Wetherington of the state department of education; Mrs. Frank Downs, a guest, and H. Z. Snell and Joe Hudson, both of the state department.

ricular clinic was to hand a list of 51 likely questions to each participant as he entered the room. Suggestions for order of consideration were made from the floor.

There was a good argument on tenure for superintendents. Said Prof. Paul R. Mort of Columbia's T.C.: "I used to think the superintendent should serve without tenure—only at the pleasure of the board. I now am leaning toward the notion that tenure is desirable, does not take the pep out of a man; it has in no way squelched the courage and creativeness of superintendents in New York and New Jersey where such laws are operative."

Retaliated Dr. Willard E. Goslin, now of Peabody College but lately main character in *The Pasadena Story*: "I'm opposed to the narrow view of security that Mort expressed—that of tenure. The superintendent should be subject to constant review by the board as representatives of the people, and no community or group of children should be saddled with incompetent or complacent teachers or administrators. It is almost impossible to use powers to remove incumbents through tenure regulations. The people's side is more important than the profession's side."

A related question concerned whether a superintendent should be willing to resign to emphasize and defend his convictions.

"This question throws us into the issue of lay-professional control," declared President Henry Hill of Peabody College. "I should guess that there are times when a superintendent should resign to back up his principles."

Dean Fowlkes commented: "If community and superintendent pull only in opposite directions, it is senseless not to change superintendents. No person has a proprietary right to a job in public education. One's effectiveness is lost if there is constant conflict."

#### DELICATE MATTER

Another dean, Dr. Ernest O. Melby of New York University, had his say, too: "Educational leadership is no longer patterned after the example of big business. Today we are leaders only if we get the community to demand a high level of education. There is a challenge in working with different communities. The superintendent who finds himself 'out' should look at himself and retire from the scene if the situation cannot be patched up."

Should the superintendent bring up the matter of a raise in his own pay?

A St. Louis board member said: "Yes; don't be shy." Supt. Forrest E. Conner of St. Paul won a round of applause with the opposite point of view: "It is not the business of the superintendent to bring up the issue of his own salary. The board has a duty to set the superintendent's salary, even as the superintendent should recommend the salary for principals and teachers."

Dr. Henry Hill wanted to know what \$20,000,000 business would pay its top executive only \$20,000. Many of our most promising young superintendents, he said, leave the profession after five years or so. Low executive salaries are largely responsible.

The chairman asked for a vote, which resulted in 150 superintendents favoring not discussing salary with the board and 15 favoring it.

To the question "Which of the routine administrative functions of the superintendent seem to be taking an undue amount of time?" Dean Melby opined that the administrator should delegate the more routine functions of finance, business management, and supervision of building and should concentrate on curriculum development and community service.

Dean Fowlkes thinks superintendents waste time on bus transportation and pupil guidance; they should delegate the operational side.

Dean Melby maintained that cities over 50,000 should have a young assistant to the superintendent, serving about three years on a temporary appointment. Dean Fowlkes would take in all cities of more than 2000.

#### LEARNING WHILE RIDING

School begins several miles away from the schoolhouse in a Wisconsin county. The county is trying out a plan of teaching music appreciation to pupils as they ride the buses to and from school; a local radio station is partner in the project. Routine announcements and other bits of information also reach the young bus riders.

This was the newest note at the Tuesday discussion group on pupil transportation. County Supt. R. E. Harris of Lockhard, Tex., was chairman of the group, and he reports the following areas of agreement among the participants:

1. There should be a foundation program whereby the state guarantees the cost of transporting pupils to and from school. The instructional and extracurricular or cocurricular trip costs should be borne by the local school.

2. The state should provide leadership in training maintenance personnel, bus drivers and administrators in the operation of pupil transportation.

3. Local school authorities should employ and train drivers, route the buses, and see that transportation is actually a part of the school program.

4. The school staff should provide adequately for the health and social development of pupils while they are on the bus and during their lunch hour.

Opinion differed as to whether buses should be purchased at the local or the state level.

#### BLUES SINGERS

School superintendents are not out robbing graveyards in the dark of the moon, but the more desperate few are "teacher snatching" from their neighbors in broad daylight.

It has come to such a pass in St. Louis, Supt. Phil Hickey told 150 of his peers at the personnel clinic Tuesday. The old hiring routine of letters of application from candidates or letters of invitation from the school to teachers is no more, Supt. Hickey told his troubled audience. As for him he advertises in newspapers in various localities for several days and then sends an agent on to interview any teacher the ad attracts.

Cleveland, too, is fairly desperate for elementary teachers, and many large cities report shameful teacher-pupil ratios.

Not New York City, which sits smug on its islands, all teaching jobs filled. There elementary teachers get \$6000 a year as a maximum, have excellent retirement benefits, and relieve themselves of frustrations through a grievance committee.

Nor is it a big city problem exclusively. Supt. John J. Young sees the problem as twofold: (1) how to get 'em into the profession, and (2) how to get 'em to come to Mishawaka. Obviously Mr. Young is from Mishawaka; that's in Indiana.

There were suggestions from panel and floor. In Indianapolis, Principal Mary Ronk reports, high school seniors earn credit in cadet teaching courses, and the Future Teachers clubs glorify the profession to those of junior high school age.

President John A. Bowman of Kent State University in Ohio is of the opinion that a good teacher is the best asset in student recruitment and that poor teachers are serious liabilities. And some of the poor teachers may be

found in education departments, he admits.

A University of Florida survey now under way indicates that boys and girls know little about the teaching profession, the scholarships open, or the retirement systems teachers enjoy. Teachers are actually warning youngsters to keep out of teaching, it was learned there and elsewhere. Some schools are holding Career Days with no mention being made of teaching.

Philip Wardner, a teacher in the public schools of Garden City, N.Y., thinks New York City and New York State have plenty of teachers not only because of their high salaries but because of the high standards for admission into teaching jobs there. Teachers there are proud because of these high standards, and their attitudes are professional.

School systems that have good orientation programs for new teachers, that assign new teachers to something other than the worst jobs in town, that have well constructed promotion ladders based on evaluation of their teaching abilities have a fairly good chance of getting and holding teachers, the group decided. The news gets around among other teachers and even into the colleges, and that makes recruitment simpler.

#### ATTACKS ON SCHOOLS

"What can I do about attacks on a textbook that I think is O.K.?" was the plea of one worried superintendent at the all-day clinic with the National School Public Relations Association. He received a lot of sympathy and a wholesale consignment of advice which boiled down to the admonition that this is a problem in which his school board, his staff, and his community must have a part. In the words of a panel member: "Involve the public along with the profession in setting up criteria for the evaluation of a textbook."

Another speaker offered the consolation that recent public opinion polls have shown an overwhelming majority of citizens reasonably satisfied with their public schools. Whereupon Supt. Roy Robinson of Ferndale, Mich., warned that complacency is not enough, may even be dangerous. "We must activate the complacent majority into a participating partnership."

A parting word of counsel came from a speaker in the audience, who warned that we must start our defense on a local level and begin by changing

the attitudes of teachers in the classroom.

Are these organized attack groups working together? The questioner wanted to know before the meeting adjourned, and he received an answer from the secretary of the N.E.A. Defense Commission.

"They surely are," said Richard Kennan. "There is valid evidence that leaders of several of these groups work together through personal associations and interlocking directorates. Furthermore, the power of these attacks is not decreasing, and astonishingly large sums of money are involved."

#### BARRIERS TO REORGANIZATION

Two panel groups on school reorganization agreed that the need for skill in human relationships represents a primary difficulty in the further reorganization of schools.

While people will do what is best for their children if given all the facts, the facts must be favorable to a change. It was pointed out that the laws in the state represented in the meeting room, with the exception of a few "county unit states," do not favor or promote any better type of district in one or two particulars. In several states the law actually encourages continuation of wasteful and inadequate educational organizations.

In spite of these flaws in the law, progress continues to be made, particularly in Illinois, Michigan, Wisconsin, Missouri, Kansas, Arkansas and Minnesota. In Iowa, Nebraska, Indiana and Ohio, things aren't going so fast.

A middle ground between the outright reorganization of school districts by state fiat and reorganization entirely by local initiative was advocated by most members of panel and audience.

Harlan Beem, field secretary for the Illinois Association of School Boards, was chairman of the clinic.

#### ASH WEDNESDAY

The panel on Moral and Spiritual Values was treading earnestly along on a high theoretical plateau Wednesday morning when a practical moral and spiritual issue sprang full-bloom from the convention floor.

The practical moral and spiritual issue had a voice, a soft, patient, reasonable voice, which said: "People act from feelings rather than knowledge on moral and spiritual questions. People have public opinions and they have private opinions. I have learned how to relate myself to friends who

are hostile at one time and friendly at another."

On this practical issue, the panel wanted to act friendly in public but didn't know just how to handle it. Prof. H. Gordon Hullfish of Ohio State, an articulate fellow, told how Cleveland in its public schools is integrating the 45 nationalities that make up 50 per cent of its population. But he couldn't say anything more specific to the Negro's comment.

Then Jason McManus, president of the student body of the high school at University City, Mo., and member of the panel, spoke: "I'm from a southern school, but in my generation racial prejudice isn't going to make so strong a stand. Student prejudices are disappearing. And don't think we don't hold many things against our parents because they have handed their racial prejudices down to us."

Dr. William G. Carr had started the session off with a long but fruitful speech, the gist of which and of the next hour's discussion was that the public schools can offer an effective program for developing moral and spiritual values, as follows:

1. The schools must identify the values to be taught and get the public's help in identifying them.
2. Moral and spiritual excellence is an essential characteristic of the teacher herself.
3. The community itself must set a good example.
4. Schools must teach and guard religious freedom.
5. The schools must teach about religion as an essential part of the basic culture of America.
6. The schools must make use of other agencies within the community in teaching moral and spiritual values, particularly the home.

Julius E. Warren of University City directed the discussion group.

#### CONTROLLING DROP-OUTS

It's no secret why youngsters drop out of school—at least not to those who have done some research, such as have C. W. Sanford of the University of Illinois and his colleagues, who recently surveyed 7000 students in 96 high schools. Dr. Sanford reported the conclusions to a joint session of the A.A.S.A., the Association for Supervision and Curriculum Development, and the Department of Classroom Teachers Wednesday morning.

The chief trouble is a poor adjustment to school work. Classes seem dull

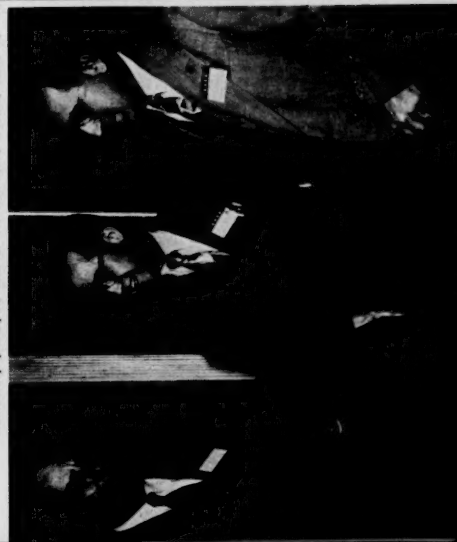


Front Row: Raymond White, Alabama Polytechnic Institute; Supt. F. L. Moffatt, Center, Tex.; Supt. Dee E. Ferguson, Cahoon, Mo.; Supt. H. E. Underbrink, High School, Liberty, Mo.; E. E. Darby, Caldwell, Tex.



Sen. Estes Kefauver; Willard E. Givens, executive secretary, N.E.A.; J. Cloyd Miller, president, N.E.A.; Cliff Kelly, president, Associated Exhibitors; Rabbi Thurman, St. Louis; President Kenneth E. Oberholzer.

Supt. Robert L. Turner of Carrollton, Tex.; Ralph K. Rader, elementary principal, and E. W. Robinson, trustee, Roxana, Ill.



Supt. Hollis A. Moore of Tyler, Tex.; Supt. and Mrs. C. H. Farley of Pikeville, Ky., and G. F. Johnson, chairman of the county school board of Pike County, Virginia.



Sim Joe Smith, assistant superintendent at New Rochelle, N.Y.; H. F. Alves, C.P.E.A. director, University of Texas.



and theoretical with no relation between school work and either the present or the future. Some children feel insecure; no teacher or school administrator or even parent seems to care much whether they stay in school or not. Another cause is the socioeconomic insecurity of the family. Lack of money or an after-school job prevents participation in extraclass activities, where the youngsters might develop more interest in school work.

"If we expect to correct the causes, we can do it only in terms of a given local school," Dr. Sanford commented.

The assistant superintendent at Oklahoma City, Okla., Melvin W. Barnes, cited four ways that his school system has brought drop-outs under control. It did it by diversifying the "far-away and long ago" curriculum, by expanding its guidance counseling services, by humanizing the instruction, and by intensifying the supervision.

#### B-L-E RELATIONS

There can be no differences of opinion but only a parallel of interests in education for labor and industry. This seems to be the consensus of the discussion group that explored this problem of community relations. Neither business nor labor was given a clean bill of health by the group, members of whom observed that, historically, both labor and industry have pursued their own selfish ends. Yet clearly, within the last 20 years, each of these groups has more or less supported the same objectives for the public schools and has supported campaigns for taxes. Unfortunately, there still exists suspicions between these two groups as to each other's motives. Unfortunate, too, are traces of propaganda in their programs of support for schools.

Said Oscar A. Ehrhardt of the St. Louis Industrial Union, C.I.O.: "Labor is today and always has been public education's most ardent supporter. Education is the bulwark against collectivism, totalitarianism and/or communism, but only if education is based on the proposition that all factors making up our free society are given full and impartial recognition in our schools."

#### WHO PAYS THE PIPER?

On the wisdom of soliciting federal aid for school operation there was divided opinion at both morning and afternoon clinics on finance. There was

less opposition toward federal aid for other purposes.

Most of the experts and the audience seemed to believe that local sources for schools should be explored, particularly with respect to improving property assessment procedures and amounts. State level government is obligated to provide uniform property assessing procedures within the state. There seems to be virtue in appointing an assessor for the county (not including large cities), although cooperative efforts between city and county should prevail, as between Wayne County, Michigan, and Detroit. Territorial reorganization can be helpful in equalizing the tax base and reducing tuition problems; lay study groups have helped greatly, it was agreed.

As was to be expected, the chief conflict of opinion at the clinic was over federal aid. Those most ardently in favor of federal aid seemed to be bearing a greater effort locally; this observation was more apparent among administrators than among laymen present.

Earmarked funds for public schools were opposed as a general policy, except where such funds are guaranteed by the constitution.

Supt. Ernest R. Britton of Midland, Mich., was chairman of the finance clinic and Supt. Ward Barnes of the Normandy Consolidated School District, St. Louis, and Supt. L. E. Wilbur of Wichita, Kan., reported the foregoing areas of agreement and disagreement.

#### WHILE IN ARMED FORCES

Schools are not giving boys enough information about the educational opportunities that are available to them after they enter the armed forces, both the education chief in the Department of Defense and the director of the U.S. Armed Forces Institute believe, and the schoolmen at one of the afternoon discussion sessions were inclined to agree.

Both audience and the military recognize that the decision as to whether the boy should be given his high school diploma for studies carried on while in the service should rest with the school authorities. Boys who are poor students frequently mature fast after entering the service and should be given a chance.

Supt. Paul A. Grigsby of Granite City, Ill., chairman of the group meeting, declared.

#### LOVABLE "EXCEPTIONALITIES"

"Don't let anyone tell you we aren't training the gifted," Ray Graham, assistant superintendent of public instruction for Illinois, declared. "We certainly are. Our school texts are written chiefly for the gifted."

Mr. Graham was chief speaker at a Wednesday discussion group conducted jointly by the A.A.S.A. and the International Council for Exceptional Children.

"Teachers must look at special education children first as children and then as persons with handicaps or 'exceptionalities.' Let us train the blind—not pension them. For them and every other handicapped individual, vocational adjustment should follow social adjustment.

"In our public schools, 12 per cent of the children need special services. Our states, too, are moving away from custodial services and toward remedial and preventive services."

The consensus of the interrogators and audience was that special education must be a part of and not apart from regular education, and that more attention must be given to the training of teachers of exceptional children.

There was not thorough agreement about the public school's duty to the children who are noneducable and yet capable of being trained. As one teacher said in support of their need: "These children are lovable and they can be helped."

Supt. Loy Norris of Kalamazoo, Mich., was chairman of the meeting.

#### YOUNG TEACHERS AND THEIR JOBS

Teacher drop-outs occur during the first five years of teaching at rate of almost 50 per cent. The causes are: (1) economic, (2) an unsatisfactory teaching situation, and (3) unsatisfactory administrative help and supervision.

In a recent survey conducted by University of Illinois in following up graduates, six points were brought out in regard to job satisfaction.

1. Most of the teachers feel reasonably well prepared and able to utilize what they know. However, they believe the teacher training institutions are basically concerned with teaching the social structure of society and are not giving them enough practical training in classroom techniques.

2. Most of the teachers like the communities in which they live and are not bothered about personal restrictions.



3. There is considerable dissatisfaction about the school faculty, equipment and teacher load, which they believe is not distributed equitably among them.

4. A significantly large group reports it is not receiving helpful supervision and that faculty grievances are not handled satisfactorily by the administration.

5. The majority is not satisfied with salaries. This was true of the 1950 graduates, but not of the 1949 graduates.

6. Quite a large group of the teachers does not feel secure in terms of future promotions.

In a breakdown of the criticism of teacher training institutions, the teachers feel they are not getting enough practical training. There is insufficient opportunity for student teaching. The happiest teaching situations were those in which there were good administration and staff relations. The single salary schedule for both elementary and secondary teachers was regarded as highly desirable.

The teachers strongly advised both preschool orientation periods for new teachers and in-service training programs. Most of them preferred off-campus training to campus teaching laboratories; the latter, they believe, are not so practical.

#### **PATTERN MAKING**

New patterns in teaching can come only as there appear new patterns in school organization. Taking this concept as a starting point, one group asked: What changes in high school organization are most urgent to improve services for secondary school boys and girls?

Chairman of the group Irby B. Caruth, superintendent, Austin, Tex., turned to Dr. Harold Albery, Ohio State University, for an answer. "At the risk of being mobbed," said Dr. Albery, "I'd say there must be a changed concept of the department head and supervisor functions." He went on to say that these school officials are usually subject-matter minded. The trend of the high school, he said, is away from subject matter toward units that deal with problems of youth in our culture.

Dr. Albery reported that in some school systems the supervisor assumes the rôle of grade chairman. When that happens the grade chairman helps all teachers plan the total high school activities for that grade.



Boston Speakers: President James B. Conant of Harvard University, Supt. H. I. Willett of Richmond, Va., and Dean Hollis L. Caswell of Teachers College, Columbia University.

Members of the audience spoke up to say that department heads in many school systems are themselves active in breaking down the walls that separate subject from subject. They achieve this by exchange of ideas and problems at faculty meetings and at special inter-departmental conferences.

Panel members contended that when the department head serves as a resource person rather than as a director he is more in tune with the changing high school curriculum. To discourage vested-interest tendencies, some high schools select their resource persons from among the teachers, rotating the assignment at least twice during the semester.

The emerging pattern in elementary education is the self-contained classroom, said Prof. Maycie Southall, George Peabody College. She claimed that this organizational device promotes better teaching for young children. She denied charges from the audience that the same old subjects are taught in the self-contained classroom as in the traditional room. She said that the teacher in the self-contained classroom is "totally occupied with meeting the needs of the children."

The audience was not altogether convinced that different labels on bottles will bring stronger teaching medicine. They agreed on one thing: that only better educated teachers with broad general and cultural backgrounds can bring about improved instruction.

#### **WANTED: CITIZEN AID**

From the president of the National School Boards Association, the assembled membership heard a challenge to the citizens of this country "to make known what they want their public schools to be and to do."

Advocating wide participation by citizens in planning for and evaluating public education, President Frank H.

Trotter of Chattanooga, Tenn., also president of the Tennessee School Boards Association, recognized dangers of meddling.

"It would be unfortunate," he said, "if any lay group should try to dictate either the policies or the administration of the schools, but it is likely that they will have no difficulty in getting good sound ideas accepted by boards of education and school administrators. Such groups can better interpret school needs to the community, and get the community's support for school improvements, than the officials themselves can."

#### **"LOW-LEVEL RESEARCH"**

"Low-level research," as represented in master theses and doctoral dissertations turned out at colleges and universities today, was indicted by President George D. Stoddard of the University of Illinois, addressing the annual banquet of the American Educational Research Association.

"Don't re-do the old problems," said Doctor Stoddard. He read examples from a long list of recent research papers to show that in the aggregate they had local appeal only.

President Stoddard proposed that theses and dissertations be planned on a collateral basis or, when feasible, as a continuity of a great body of studies.

He argued also that too much of our current research avoids controversy rather than seeking it.

"We haven't time for the social lag. We must tackle the issues inherent in church and state separation, peace and war, and the emphasis upon development of spiritual and moral values. Research has a contribution to make in helping to develop straight thinking, in spite of clever and organized distortion by people who do not want clear thinking."

# SCHOOL POLICIES SHOULD BE

## *democratically arrived at and then* **CODIFIED**

THE orderly development of school policy by boards of education should receive greater emphasis. Provisions must be made for the regular review and appraisal of established policies. In order to study and review established policies, they must be codified and arranged in a logical classification.

A survey of the field seems to indicate that the existence of a published set of codified policies is conspicuous by its absence. Policy making and policy application are in operation in all school systems regardless of whether an official compilation of these policies exists. School operation can be more consistent and more easily facilitated if the policies are available and understood by all persons involved in the program of education. Established policies are evidence of the board of education's best observation under certain existing circumstances. They are a record of a board's past performance. In a sense, they express the combined minds of the board, and policies can also be thought of as board memory, character, and evidence of progress and development.

### **ALL EMPLOYEES INVOLVED**

The fact that the board of education is legally responsible for policy formulation does not mean that other members of the school staff cannot participate in policy making and policy revisions. In fact, more effective policies will result if the administrative staff and the teaching staff do participate in policy making that deals with the educational program, the use of school plants, disposition of supplies and materials, and budgetary disbursements. In other policy areas, the clerical staff will be involved. The operating and maintenance people will also have a stake in areas that concern them. All employees must feel some obligation to policy formulation.

The problem facing many schools is how to get the necessary participa-

**MAX S. SMITH**  
Superintendent of Schools  
Highland Park, Mich.

tion of the employees in policy making and revision. This problem could be solved if the board policies were codified. Too often, policies exist only in the minute books of the board of education. They have been formulated from time to time as the need arises for establishing what is to be done in a particular situation.

For example, suppose the board is faced with the problem of the use of school facilities by other groups in the community. It must make a policy, which is recorded and established, and then instruct the superintendent of schools to see that the policy is executed.

### **KEEPING RULES CONSISTENT**

Many times problems may arise as to individual responsibilities and the placing of this responsibility. For example, the board may establish the policy of offering a program of adult education. The policy also will determine who is to be directly responsible to the superintendent for this program. This whole area of duties and responsibilities of all employees is handled through the policy making of the board of education.

This procedure in carrying out the board's policy must be carefully planned so as to follow the original intention of the policy. It is in this area that confusion and misunderstandings exist. Board of education policy sets up the necessary machinery whereby operational procedures can be worked out. The so-called "rules and regulations" established in all areas of the school operation must be consistent with the general over-all policy as established by the board. In setting up necessary administrative procedures for the efficient operation of the school, it is necessary to review the policies that apply to a particular area. The

policies should be readily available at all times for this purpose.

Action taken by the board of education at a certain time may not be recognized as "policy." It is necessary to consider the intent of the action taken by the board. If it is to be policy, it should be labeled, classified and understood as policy.

The review of the board's action taken over the years will bring out many things that are or should be policy. Of course, the board of education is subject to state school legislative codes and local legislation that form mandatory policy under which it must operate. These laws are already codified for them. It is necessary that the board make sure that policies established and being established do not conflict with these existing mandatory laws. It is in the area of permissive legislation that the board must establish clear-cut, flexible policy.

But it is just as important that these policies be classified and passed on to all people involved. State school laws are specifically designed to keep the control and responsibility for education on a local level. These laws are, in a sense, state policies for education. The fact that freedom for policy making on a local level exists is all the more reason for a wisely planned and vigorously implemented set of policies.

### **FIRST STEP TO TAKE**

The first step, then, is to go back over the minute books and take out all policies. This is the responsibility of the superintendent of schools. He must then list these policies and classify them within the existing structure of the school organization. This original draft then will be presented to the board of education for preliminary study. Two main things should be studied as the first step: (1) what policies established in the past no longer apply, and (2) what areas of school operation do not seem to be covered by adequate policies.

## SECTION I—SCHOOL ADMINISTRATION AND ORGANIZATION

- A. Purpose and Philosophy of Education
- B. Board of Education
- C. Board Organization
- D. Administration: Superintendent of Schools
- E. Assistant Superintendent in Charge of Business
- F. Administrative Assistant to the Superintendent
- G. Director of Secondary Curriculum and Research
- H. Director of Pupil Personnel
- I. Principals of the Elementary Schools
- J. Dean of the Junior College
- K. High School Principal
- L. Departmental Organization
- M. Director of Adult Education
- N. Administrative Assistants in Junior College
- O. Administrative Assistants in High School

## SECTION II—POLICIES RELATING TO THE INSTRUCTIONAL STAFF

- A. Requirements for Employment
- B. Basis for Employment
- C. Program and Assignment for Teachers

## SECTION III—POLICIES RELATING TO NONINSTRUCTIONAL STAFF

- A. Health Services, Nurses
- B. Secretarial—Clerical Staff
- C. Operation and Maintenance Employees

## SECTION IV—OTHER PERSONNEL CONSIDERATIONS

- A. Tenure
- B. Retirement
- C. Discharge or Demotion
- D. Transfer
- E. Professional Growth
- F. Professional Study
- G. Maternity Leave of Absence
- H. Military Leave
- I. Leave of Absence for Exchange Teaching

- J. Leave of Absence Resulting From Ill Health, Injury and Other Equally Grave Emergency
- K. Return From Leave of Absence
- L. Sick Leave
- M. Attendance at Local, State and National Professional Conferences
- N. Vacations

## SECTION V—SALARY SCHEDULE

- A. Basic Considerations
- B. Schedules (Date of Adoption)

## SECTION VI—TUITION

- A. Fixing Tuition
- B. Adjustments
- C. Entrance or Leaving
- D. Change of Status
- E. Arrangements With Other Districts

## SECTION VII—CALENDAR

- A. Fiscal Year
- B. School Year

## SECTION VIII—TEXTBOOKS AND SUPPLIES

- A. General Policy
- B. Exceptions
- C. Selection of Textbooks (Elementary)
- D. Selection of Textbooks (Secondary)
- E. Adoption of Textbooks
- F. Instructional Supplies (Elementary)
- G. Instructional Supplies (Secondary)
- H. Administration

## SECTION IX—USE OF BUILDINGS AND PROPERTIES

- A. Legal
- B. School Buildings and Facilities
- C. Athletic Field
- D. Agreement Form for Use of School Facilities

## SECTION X—MISCELLANEOUS POLICIES

- A. Elementary School District Boundaries
- B. Religious Education
- C. Summer School
- D. Fire Drills
- E. Protection and Care of School Property
- F. Credit for Military Service
- G. Amendments and Revision

The next step is to break down the policies into areas that affect the various employee groups and phases of the school operation, such as administration, instructional staff, secretarial and service employees, nurses and school health, operating and maintenance employees, and the like. Committees from each of these areas can then be organized and given copies of the section of compiled policies dealing with them and their work. Each of these groups can then study the existing policies and meet with the superintendent and make suggested additions, revisions and changes. This will call for a number of meetings, study and research. In the meantime, the board of education also is studying the existing policies and possible changes and additions. Employees' suggestions are then considered and reviewed by the board as

they are developed and presented.

After each suggestion has been studied and refined, the board of education should reach a tentative agreement, and a preliminary draft of suggested policies should be prepared and each employee given an opportunity to review these and make suggestions. The board then considers these additional suggestions and includes those accepted.

The board of education should submit the document to its attorney for him to review in terms of its legality. He will report to the board of education as to whether there are any conflicts between school law and permissible local policy making.

The final set of policies should be formally acted upon by the board at a regular meeting. The board at this point takes the sole responsibility for

these policies, and they are to be known as the "Official Operating Policies of the Board of Education" of the school district.

All policies are established to meet the conditions of a local school district and its educational needs. The elements making up policies by boards of education in various communities will vary a great deal. Such factors as the type and size of the community play an important part in policy content.

In general, the areas listed in the adjoining columns should be included in a statement of policies.

## COOPERATION REVIEW

There is one policy that should be included in all board of education policies, and that is a provision for regular review of existing policies in order to make any necessary revisions to take care of changing conditions.

This review should be a cooperative one among employees, superintendent, board of education, and the citizens.

This article has not dealt with the part that the lay citizen can have in policy formulation. This participation can take place in various ways. Since the board is the people's representative, it should be the board's responsibility first to establish policies as outlined in the foregoing description. After they have been adopted, a program of interpretation to the public should be carried on by the board. This program of interpretation should be so designed as to give the citizen an *understanding* of school policy. The lay citizen *then* would be ready to make suggestions and to engage in policy revision and improvement. The form that this cooperative endeavor can take will depend upon the local community. Citizens' committees, advisory councils, and P.T.A.'s would be possibilities.

More could be said about the value of codified school policies as an instrument to be used in school interpretation programs.

The same can be said for policy formulation and review as related to the appraisal function in school operation. Since appraisal is the process of judging a given practice or method and since policies establish practice and method, a good set of policies assist in the appraisal function.

In conclusion, let us again remember that policy making should be a democratic process whereby everyone who is affected by the policy has a chance to help decide what it shall be.



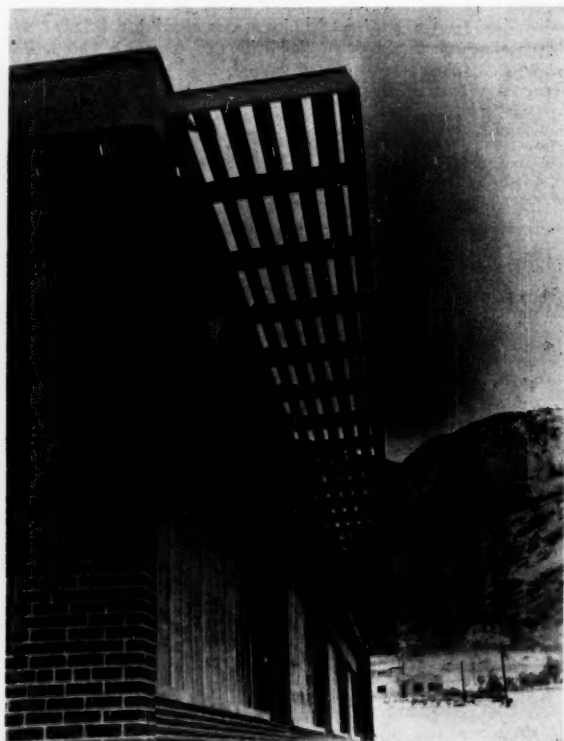
## *Taylor School is a* **TAILORED SCHOOL**

**T. O. SMITH**

Superintendent of Schools  
Ogden, Utah

**I**NCREASING birth rates and continued population growth resulting from government defense and war installations have unhaltingly filled all available regular and improvised classrooms in the schools of Ogden, Utah. The larger janitors' closets, certain hall ends, an auditorium and a few previously unused basement rooms have been converted into classrooms, some of which are hardly worthy of the name.

Houses adjacent to school buildings have been purchased and filled with school children, usually of kindergarten age, and as it turned out such an arrangement had its values in conducting the kindergarten program. Where possible, certain facilities have been rented and used for classroom purposes. All this happened because



Top of Page: Exterior view of Taylor School shows use of red tapestry brick and white mortar joints. Exposed concrete girth beams, sills and foundation are of white cement, white aggregate. Left: Sun louvers on the south.



each year for the last three years a new building to house 400 or 500 pupils has been needed, and based on enrollment and census figures, it appears that a building a year will be needed for another four or five years.

This situation poses a genuine financial problem for the district when added to all the other problems incident to an increasing school population. More teachers, more money, more supplies, more equipment, more classrooms, all pointed to the necessity of more public understanding and more money.

The first step was to garner as many facts as possible, project the needs and possibilities in a very tentative way and present them to the board of education. Being sensitive to the rapidly developing problem and anxious

as good public servants to provide an adequate educational program, the board gave encouragement to proceed with the necessary planning and development of a building program.

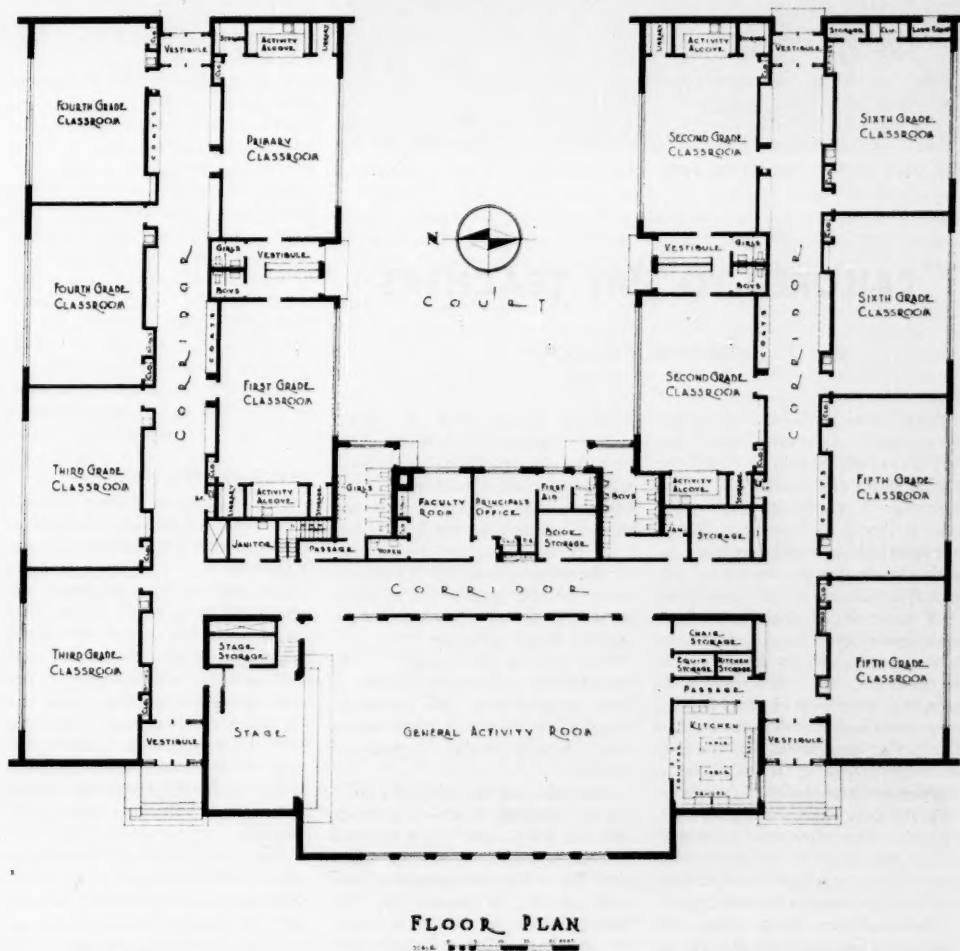
#### COMMUNITY SUPPORT WON

The ensuing months saw contacts with several groups, and out of it all emerged a building program, to be supported by funds to be authorized at a special election seeking authority to bond to the legal limit and levy a special tax for a period of five years. The campaign to acquaint the people with the facts regarding school needs, the projected building program, and the necessity of favorable voting at the election was a cooperative undertaking. Its success was evidenced on election day by a heavy 7 to 1 vote

favoring the bond and special building tax program. By this action funds were authorized for building four new buildings and additions to two existing buildings.

The first new building to be constructed was Taylor School, so named because it is located on Taylor Avenue, a street named in honor of the twelfth president of the United States, the name being selected from numerous suggestions made by school personnel and by children and parents of the district.

The contract was let in July 1950 and the building was nearly enough completed to permit its use at the opening of school in September 1951. It is a 12 room elementary school, housing kindergarten and Grades 1 to 6. There are two sections of each grade





with kindergarten and first grade attending on a half-day basis. It is organized on a self-contained room basis, teachers being selected who could handle the entire program at each grade level. They have the assistance of the district elementary, art and music supervisors, as needed. They also have available the services of the district pupil personnel department and the school public health nurses. Each room has its own library, with circulation privileges between rooms.

One of the main features of the building is the large multipurpose room, 44 by 72 feet. This serves the school by providing a gymnasium, auditorium and lunchroom. A stage is located on one end and a kitchen on the other. In-wall and folding tables are provided for use during the lunch period. It is located within easy access of every classroom in the building. With a seating capacity of 300, it serves well for all school programs. Folding chairs are used, which are placed in a room especially provided at one end when not in use.

This multipurpose facility serves well as a general community center

and has met with great approval in the use that has been made of it up to the present.

The school is located on a beautiful 5 acre site overlooking the city and is centrally located for the district it serves. It is readily accessible, yet not located on a major highway with its attendant noise and safety hazards. On stormy days, if parents choose to drive their children to school, they can discharge them within a few feet of the rear entrance to the building. In easy walking distance for pupils and the public of the area it serves, it will be a center of adult activity as well as childhood development.

The teachers, pupils and public have expressed great appreciation for this building. As every detail is now virtually completed, a formal dedication is planned for the near future.

There is considerable community satisfaction in the completion of the Taylor School as a part of the total building program. When viewing it or talking about it, a citizen is commonly heard to say: "It is a wonderful school and I am glad I supported the building program at the bond election."

## TAILORED TO SUIT TEACHERS

ROBERT D. HODGSON

Architect, Ogden, Utah

THE Taylor Elementary School was designed differently from any school that we know of in Utah. The Ogden Board of Education and Superintendent T. O. Smith believe that schools should be built according to the functions required by modern education rather than by any system previously established by use or tradition.

A committee of teachers, one from each grade level in the elementary school system, was requested to make a careful study of all the schools in the area, or of any system of school housing they could find, and to make a list of things that they would like corrected or incorporated in school housing. They were instructed not to attempt to advise the architect or engineer how to design what they were attempting to get, but rather to criticize the system of designing until it was tailored to their requirements in teaching.

Some of the major items that teachers objected to were incorrect or

flickering lighting, lack of sunlight control, absence of a proper balance between tack board and chalk board space, acoustical disturbances, noisy heating equipment or inadequate ventilation, and the old problem of having students chasing through the corridors for the drinking fountain. There were numerous other problems, all of which seem to be corrected in this new elementary school building.

The building has a public address system from the principal's office to every occupied area. This system also contains an automatic class change tone, which is proving of great convenience.

The entire ceiling area of the building is acoustically treated with a washable tile. Every classroom is equipped with black-out blinds for visual education. The ceilings are an eggshell ivory color common to acoustic tile. The trim and doors are of birch in natural varnish finish. The walls are roller

stippled with gray base pastel colors, and the floor tile colors are in close harmony, cool colors being used on the south rooms and warm colors on the north rooms.

The ventilating system has electronic filters and can be adjusted to change the air of the classrooms as often as 10 times an hour.

Classroom ceilings are 12 feet high and in the general activity room—17 feet high. The foundation and floors are suspended reinforced concrete. The exterior and divisional walls are solid masonry with cinder block lining for the inner course of the exterior walls. The remaining partitions are frame, and the roof construction is of trussed lumber.

The photograph shows that the exterior is of strict utility design; however, with red brick surface and exposed white concrete, and white cast stone entrance plaques, it is an attractive building.

In the classrooms, and in all other areas, the concentric ring type of incandescent light fixture is used. The ratio of tack board to chalk board is greatly increased, and in the lower grades the amount of tack board is even further increased. This tack board—chalk board ratio was ascertained in actual operating classrooms with the aid of pupils, where it was discovered that only the lower portion of the chalk board is actually used by the pupils. Consequently, the chalk boards were decreased and tailored to fit each grade height. The chalk board at the front of each classroom is in full height for the teacher's use.

### BASE RADIATION USED

Base radiation is used to eliminate wall drafts, and the steam distribution mains beneath the floor are left uninsulated to give a modified form of radiant heat through the floors. The ventilating air is introduced from the corridor side of the room through an agitating type of register. The air is then exhausted from classroom to corridor space, the corridors being used for an exhaust plenum. Classroom doors are hung 2 inches from the floor to act as an exhaust register. This system not only makes the halls warmer but makes the air much better in the corridors.

Each of the upper grade classrooms has a lavatory cabinet with hot and cold water and a drinking fountain, with art supply cabinets above and drawing paper cabinets below.

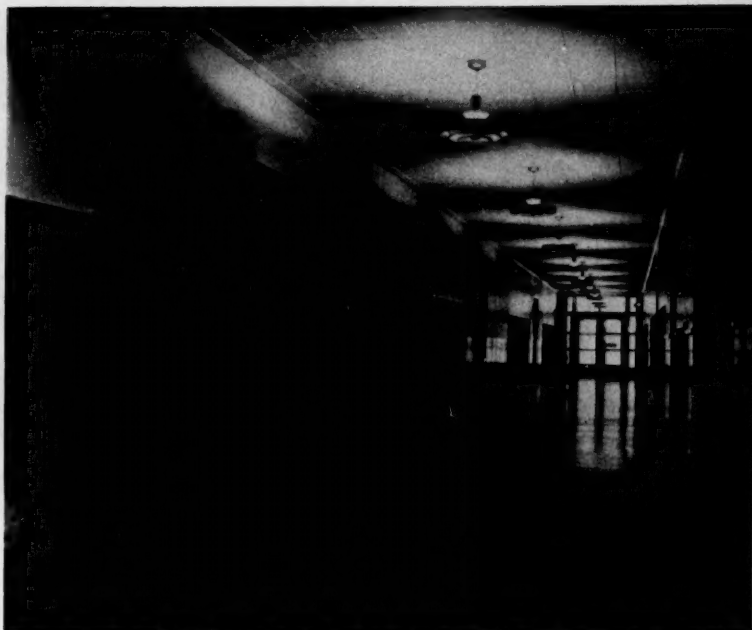
To eliminate the building of a central library, the building is equipped with a small central bookroom, and each classroom has what is known as a home library, which consists of a hopper type of chart storage, general classroom storage space, and teacher's coat space, also a mirror on the inside of the door for the teacher's use. Classroom floors, as in most areas of the building, are covered with asphalt tile.

The classroom entrance door off the corridor has obscure glass in the two lower panels and clear glass in the top panel. The exterior windows above the eye line are prismatic glass, thus giving diffused light throughout the classroom. The two rows of glass below this are clear glass so that the pupils may see out. However, the bottom is again glazed with obscure glass so that the pupils' attention is not diverted to outside activities while they are sitting. On south exterior exposures of the building, a horizontal sun louver is extended out over the windows so that one or more light rows of glass are shielded from the sun at all seasons of the year.

The two second grades, first grade, and kindergarten classrooms are specially designed. In addition to the facilities furnished in the upper classrooms, they have a toy or equipment storage room, a home library, and an alcove on the long end of the room. It may be observed that this alcove is raised 6 inches above the classroom floor so that the teacher may pull the circular cyclorama curtain behind the alcove, thus forming a small stage. This feature is meeting with a great deal of approval. On the two sides of the alcove are pigeonholes of various sizes for the storage of projects. The counter at the fountain has a step so that the smallest children can reach the fountain or the lavatory. The asphalt floor tile in these rooms has special alphabetical and numerical inlays featuring ducklings, birds and the like.

It may be observed from the floor plan that these lower four classrooms have toilet rooms with small fixtures, separate entrances, and separate cloak-rooms, all entered from the paved court, which is used for a playground by the small children.

The general activity room is designed as a special function room, serving as an auditorium, gymnasium and lunchroom, the in-wall tables pulling out into the area for the lunch



Taylor School corridor has 1/2 inch fiber board acoustical tile ceilings, concentric light fixtures, asphalt tile over concrete floors. Walls above the wainscot line are hard wall plaster over studs and rock lath or cinder block partitions. Wainscot is No. 1 grade 1/2 inch fir veneer. This veneer is filled with a white sealer, wiped off, and given two coats of varnish.

program. The kitchen is on one end of the activity room, and the stage on the other end. The kitchen may be used for the preparation of a complete lunch or may be used as a serving area when food is brought to the school from a central location.

The stage has large steps across the front; these are proving very satisfactory for pyramidal singing, and the tread space is of sufficient depth for orchestra seating.

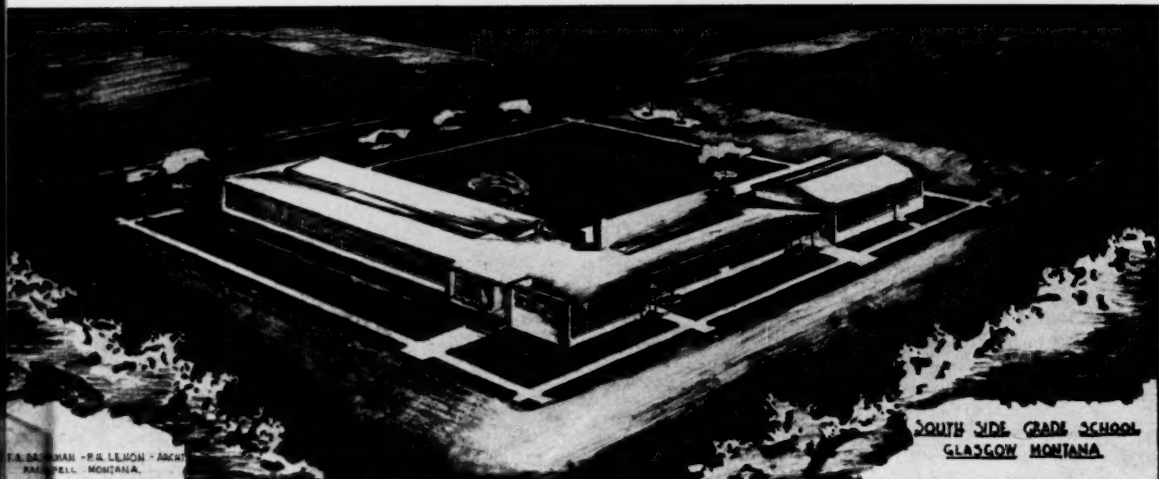
Inlaid in the linoleum floor of this room are a shuffleboard, hopscotch and basketball inlays. There is a 24 lamp light bank for back lights dropped from the ceiling troffer. There are also 24 border lights all controlled from backstage. There is a blackout type of velours drapery on a continuous track which closes the windows on the outside wall for movies or visual education. The chair storage problem is taken care of by the storage room adjoining one end of the activity room.

The administrative area consists of several storage rooms, book room, and principal's office, with toilet adjoining. It includes a faculty room with toilet and a built-in unit kitchen.

The corridors have acoustical tile ceilings, asphalt tile floors, and recessed spaces for cloaks. The floors in the cloak space are raised so that the children can sit down to remove their galoshes. After much experimenting and consultation, we concluded that the recessed space in corridors is the best place for school cloaks. Boiler room, filter and fan rooms are in the basement.

The site is on a knoll overlooking the town, having a deep setback from the front street. The area is large enough for all types of school playground facilities. The building size may be readily increased by extending classroom wings.

In this area the average school building has cost from \$12 to \$14 a square foot, yet this building cost only \$9.35 a square foot. The total floor area is more than 24,000 square feet, and the total cost of the building was \$229,000. The secret of economy comes through compact designing and the utilization of cheaper materials for construction, through special engineering, and not by elimination of any refinement required in modern school planning.



F.A. BRINKMAN - P.R. LEJON - ARCHT.  
GLASGOW, MONTANA.

SOUTH SIDE GRADE SCHOOL  
GLASGOW, MONTANA

## WITH BUDGET, MATERIALS

### LIMITED Glasgow gets grade school

FRED A. BRINKMAN

Architect, Kalispell, Mont.

**T**RUE economy is a combination of low first cost and low maintenance costs, but safety, sanitation and utility should never be sacrificed.

It was with this thought in mind that the South Side Grade School building at Glasgow, Mont., was designed. This is a 13 classroom building costing \$293,549 exclusive of the community room, which is to be built at a later date. The amount of steel used in the construction is 25 tons, whereas the Defense Production Administration has established a national average of 300 tons of steel per million dollars of construction. In other words, under the government formula, 100 tons of steel would be permitted for this project, as against the 25 tons actually required.

The method used for replacing steel was by means of laminated treated

wood for structural beams, columns, trusses and window frames. These glued laminated members are impregnated under pressure and are unimpaired by fires of considerable duration. They also have a resilient quality under earthquake or wind shock which frequently leaves the building sound when other types of construction suffer heavy damage. As an added item of economy, the window frames were designed as packaged units completely fabricated with integral lintels and trim; consequently, they require no further carpentry on installation.

In this cold northern climate, where at times temperatures drop to 65° below zero, it is of utmost importance to provide proper and adequate insulation. The large glass surface of the building is protected by means of double glazing, with a vacuum sealed

in between the sheets of glass. Under the entire roof area, 4 inches of glass wool is installed between the rafters.

The concrete floor slab, directly in contact with the ground, is insulated at the outside walls with a 1 inch strip of cork which encloses a small trench that carries the hot water heating mains; this eliminates the transmittal of cold air from the outside wall to the floor area. In order to protect the playground against the prevailing northwest winds, the building is oriented to the west with a projecting wing wall on the north as a buffer to the wintry blasts.

The plan is well integrated with respect to the various age groups of the children. The kindergarten has a separate outside entrance and the first three grades are housed in the south wing of the building. The upper three grades occupy the west wing. Supervision and health facilities are centrally located at the intersection of the two wings.

All parts of the building are readily accessible to the children as well as to the community and may be used for the specific purposes for which they are intended without confusion or interference. Altogether, an attempt has been made to create the best educational and hygienic environment, consistent with sound structural engineering and esthetic design, within the limitations of the budget and the curtailment of critical materials by the Defense Production Administration.

### Construction Data on Grade School at Glasgow, Mont.

**GENERAL DATA:** Buff face brick with wood sash and double insulating glass. Frame interior walls with gypsum lath and smooth plaster, painted. Corridors, frame with linoleum wainscot. Ceiling, frame joist, stripped; acoustical tile. Flooring, reinforced concrete slab; maple, asphalt tile and linoleum coverings. Boiler room, transformer room and vault, fireproof; fire standpipes. Sanitary sewer; roof drainage separate disposal.

**HEATING:** Forced hot water system, copper fin tube radiation; individual room thermostatic control, pneumatic system.

**VENTILATION:** Unit ventilators; exhaust through roof ventilators. All toilet ventilation separate power exhausters.

**PLUMBING:** Fixtures scaled to size of various age groups.

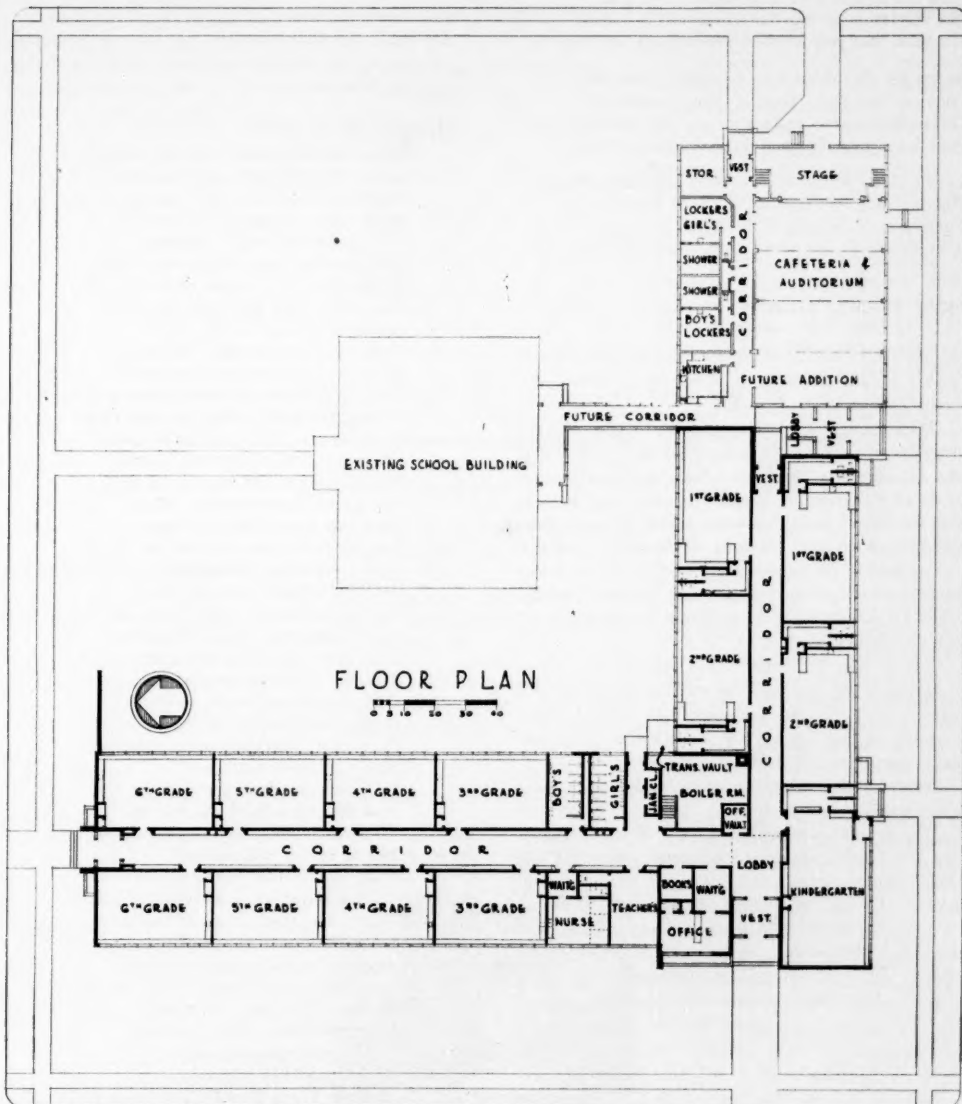
**LIGHTING:** Concentric ring incandescent

fixtures; spotlight chalkboard illumination, 30 foot-candles minimum.

**ILLUMINATION CONTROL:** Venetian blinds and draperies.

**COMMUNICATION SYSTEM:** Public address system; master program clock with buzzers.

**COSTS:** Total construction cost, exclusive of site and equipment, \$293,549; per cubic foot, 83 cents; per square foot, \$13.35.





## Spring Song

The soberest birdie is preening each wing  
Reflecting the glorious hues of the Spring,  
And her song is a message of wisdom and cheer  
"Doll up and make yourself pretty, my dear."

The trees wear new garlands, the sky has new blue.  
And the littlest hills hop with finery, too.  
Ma Nature is giving the whole world a treat,  
It's time that you prettied *yourself* up, my sweet.

So go get that dress that you didn't dare buy  
And try out that "poodle" you wanted to try  
Get some gewgaws and scatter pins, for goodness sake,  
And let's give the dear little kiddies a break.

Let's tell the whole world—every last mother's son—  
This business of teaching is chock full of fun;  
Gone are the sad sacks of drear yesteryear  
You are lovely—so *make yourself* lovely, my dear!

## HOW IT ALL BEGAN

P.R.

AS THE SUPERINTENDENT of Herculeum Schools hitched up his well-worn toga, he thus addressed the teachers assembled in the arena:

"Magister and magisteria," said he, "I have just returned from the Annual Convention where it was agreed that the only way to save the schools is a complete and revitalized program of public relations. It is evident that the denaria and quinaria are falling in value, while the price of papyrus rises apace and anon. Furthermore our soothsayers are vamping false rumors that the young people now-a-days don't know their ablative absolutes from a hole in the ground. More interpretation of our schools is needed!"

Thus it was that when Little Marcus came home from school the next day, he was loaded to the gills with a copy of the superintendent's annual report (written in pig Latin), an invitation to pater and mater for a Pater-Night visit at the school.

"Why all the sudden sweetness and light?" asked Pater warily.

"The schools are interpreting," said Mrs. Pater soothingly, "I heard about it at the theater today. We had three speakers, a harp and flute band from the third grade, and a message from the Superintendent."

"It may be Public Relations," said Pater trying to read the unintelligible hieroglyphics in the annual report, "but it looks to me like the same old cuneiform." Saying thus he turned to the *Herculeum Herald* to study numbers for the day's dice games. But the numbers racket was not there. Its place was filled with another Message from the Superintendent, a misspelled Honor Roll and a pedagogical account of the current Life Adjustment

program, all illustrated by pictures of the Superintendent addressing the Gladiatorial Association.

"Satis superque est," groaned Pater; "in the words of good old Pliny, what we need are fewer public relations and more real accomplishments."

But this bitter observation was lost to posterity because, just at this moment, Mount Vesuvius blew up with a bang. However, judging by the quality of present day public relations programs, all was not destroyed, for many of the smudgy duplicating machines of that era must have been salvaged. They are still in action.

## INDIAN LOVE CALL

Gone the snows and woes of winter  
Gone the chillblains and the measles  
And the school bus skids no longer  
As it wheezes, groans and mutters.  
Now is Nature at her sweetest  
And the days grow warm and sticky  
As the goats and lambs start skipping  
Yea, the littlest kids start skipping  
As the sun beams forth on Aries.  
Now the Sachems meet in council  
To decide on how much wampum  
They shall give the superintendent  
If, perchance, they wish to keep him.  
Many hours they prate and ponder  
On his various faults and virtues  
For 'tis true that he is headstrong  
Yet he has some smaller merits,  
He is cunning with the budget  
And he picks some well-turned teachers;  
He is welcomed at Kiwanis  
And is friendly with the Lions,  
Yet he scorns too much fire-water  
As he leads the weekly Sing-Song.  
True, there are some ugly rumors  
That his squaw is hoity-toity  
And betrays indifferent interest  
In the local sewing circle.  
True, there are some grave assertions  
That the littlest papooses  
Do not learn their letters promptly  
And the rod is used too seldom.  
Thus the learned Sachems pondered  
Till at last it was decided,  
They would offer him a contract  
With a bit of extra wampum  
(Just a few small beads of wampum  
For the District was depleted  
And the excess profits vanished  
Gobbled by the Great White Father);  
So they offer him a contract  
With provisions and provisos  
For a little extra moolah  
If the public does not mutter  
And the Wage Board Chiefs approve it.



# Research in GROUP BEHAVIOR

**shows need for new teaching skills**

**M**ETHODS of teaching have long been a subject for research. So-called general methods, as well as special methods in the several subject fields, have been investigated. Often such studies have been closely related to or dependent on findings in other fields, such as the psychology of learning or human growth and development. In recent years, studies in the field of group dynamics have resulted in findings of great significance for methods of teaching, although the relationship has not always been recognized by those concerned with problems of method.

Studies in group behavior have been conducted by many who are not in the methods field and have utilized a vocabulary unfamiliar to many teachers. This probably explains why those interested in methods of teaching have been slow to accept the research findings. The following brief summary of some of the research in group behavior therefore applies some of its important implications to methods of teaching.

## WHAT HAS BEEN DISCOVERED

Group behavior, group dynamics, and group process are all terms used to describe a new area of investigation and study which is at the very heart of present-day classroom instruction. Most teaching today occurs in a group situation; hence, the focus on those characteristics of the group that influence individual learning is naturally of concern to anyone interested in teaching methods. Preoccupation with teaching subjects or content or behavior traits has sometimes led to our overlooking the importance of the group's setting in which the teaching is conducted. As a result, teaching efforts have been negated to a great extent.

Research in group dynamics has served to reveal and emphasize several

This is the seventh article of a series prepared in cooperation with the American Educational Research Association.

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dimensions of the group influence and to place in the hands of the teacher significant insights as to how his effectiveness and productivity can be increased. The teacher is in a position profoundly to influence the nature of the group and the nature of group influences on individual learning. This is a fact that teachers have often overlooked. Further, a knowledge of group influences enables the teacher to use these influences to improve his work.

The following paragraphs indicate seven important findings from the studies in group dynamics that have significance for teaching methods at all levels, from the nursery school through college and adult education programs.

1. **The major influence on children in the classroom is interaction with others.** In examining the psychological relationships in the classroom, Wright and his associates found that 70 per cent of the episodes in the school day of a youngster involved his interacting in some way with one or more persons. These contacts may either stimulate or retard individual

student growth. Such a figure dramatizes the need for increased knowledge to help improve the quality of such behavior and to utilize this knowledge for effective learning.

2. **Progress of pupils as well as what they learn are influenced by their social-emotional needs.** Thelen reports that classroom groups, or one might say pupils and the teacher, face two kinds of problems simultaneously: (1) meeting the individual members' social-emotional needs and (2) reaching the usual objectives of learning. For example, Johnny wants to learn the behavior and attitudes that will make him one of the gang (individual social-emotional need) before he is ready to attack, let us say, arithmetic (one of the usual objectives of learning). Jenkins has proposed that greater learning takes place in the classroom to the extent that the pupil is able to satisfy his social-emotional needs. Tensions are important in blocking the group's learning, Perkins finds, since stresses and strains in individuals and in the group affect group climate and limit the extent of learning.

The teacher's rôle, then, involves helping the group members get along with one another satisfactorily (solve their social-emotional problems) in order to clear the way for successful achievement. The sooner or the better he is able to help pupils feel at home with their fellows, the sooner will a teacher free pupil energies for other kinds of problem solving.

3. **The pattern of relationships in the classroom, or the group climate, strongly influences learning.** Studying the "psychology of classroom interaction" of both group-centered and teacher-centered classes, Bovard reported that the perceptions, feelings, interpersonal relations, and possibly the personality development of pupils all relate directly to the amount of social interaction in the classroom. When the teacher encouraged interaction by using specific group technics,



the pupils were at ease, showed spontaneity and cohesiveness, and communicated freely. His research suggests that pupils' "emotional anchorage" to the group depends on the classroom situation.

The extensively cited researches of Lewin, Lippitt and White on the effect of social climate in groups bear directly on classroom methodology. The group leaders were "autocratic," "democratic" or "laissez-faire." A major finding was that the style of leadership influenced the relations among children.

### THREE TYPES OF GROUP LEADERS

One of the autocratic groups reacted aggressively while the other became submissive and dependent on the leader. There was about 30 times as much hostile domination in the autocratic group, greater demands for leader attention, hostile criticism and scapegoating, little spontaneity, and lack of initiative.

In the democratic group, a better balance existed between "individual independence and mutual dependence"; cooperation, praise and constructive suggestions were much more frequent and the members showed more respect for one another.

The laissez-faire group produced considerable inactivity and insecurity, with the pupils competing to assume leadership when the adults withdrew.

It was clear that the group leaders, acting in many ways like the teachers, created differing social atmospheres by varying the leadership style.

Lewin's description of friendly, open, cooperative and active boys changing under autocracy into a listless, apathetic group has obvious significance for the teacher as group leader. In a democratic atmosphere, students are able to exert initiative, self-direction and creativity; under autocratic conditions, learning is forced, pressured, imitative and dependent. Increased interpersonal tensions, disunity, conflict, thwarted initiative and creativity, all are warnings to the teacher. He has a key rôle in creating the social climate that affects learning.

**4. Groups within the class can be so organized as to facilitate or block learning.** Teachers have long used various types of grouping within the classroom. Recent studies have focused attention on the informal groupings or the attitudes that members of a class have toward one another which markedly influence learning in the total

class group or in subgroups. The attitudes and values resulting from the specific home and community experience of individuals may be exceedingly important.

The work of Jennings, Moreno, Tryon and others in sociometrics has uncovered the patterns of social relationships among children in the classroom. Jennings shows how networks of relationships, important to learning, exist for communication. They indicate who will communicate with whom, how thoughts and feelings are spread, how comfortable or isolated children feel, the kind and number of leadership positions. Individual behavior is regulated in large measure by the small groups, the rejections and choices, the cliques, and the subgroups that exist. It is important, therefore, that the teacher understand and recognize these basic patterns, if he is to teach effectively by meeting children's needs. They can be used in forming groups. They can be dealt with effectively only as they are understood and known.

**5. Classes require time and help to learn to operate as a group.** Recognizing the importance of several group-related factors to teaching and learning, a new area of concern emerges for the teacher. From studies at the National Training Laboratory at Bethel, Me., Thelen and Dickerman spotted stereotypes in group growth. A knowledge of these phases and stages guides the teacher who seeks to help the class toward security and achievement.

### STANDARDS AFFECT BEHAVIOR

These stages appear to move from: (a) self-centeredness, as individuals attempt to establish their place in the leadership hierarchy to (b) frustration and conflict to (c) attempted consolidation of group harmony and, finally, (d) individual self-assessment, flexibility of group processes, and emphasis upon productivity in problem solving.

Studies such as these substantiate Thelen's view of the classroom as an extremely complex shifting web of interpersonal relations, having such dimensions as conflict, reinforcement, contagion, resistance, goal-direction, frustration, efficiency, expectancy, productivity and the like. The usual outcomes that the school seeks can be attained more readily as teachers and their pupils learn to master the group dynamics influences that inevitably surround them.

**6. Teachers can use group participation to change pupil behavior and attitudes.** Increasingly, teachers have become concerned with changing the behavior and attitudes of their pupils. Good citizens, worthy home members or effectively functioning participants in any area of living must develop certain desired behavior patterns. This calls for more than reading and writing. How can the class group be used to help?

During World War II a series of experiments was conducted by Lewin, Bavelas, Willerman, Radke and Klusrich to determine the most efficient and effective methods for changing family food habits. Separate experiments with groups of housewives, college students, and volunteer Red Cross home nurses derived a similar conclusion: Certain methods of reaching group decisions are more effective for changing conduct than are lectures, requests, individual instruction, or discussions without decisions.

### STAGES IN GROUP GROWTH

Individual attitudes, habits and behavior are anchored in the groups to which a person belongs. Changes in these attitudes and behaviors occur more readily by changing group properties than by direct teaching. For example, the effect of group standards on behavior (social pressure) is well recognized. The student who refrains from participating in discussions because he fears ridicule, censure or even ouster by his colleagues will not behave differently unless the group standards are altered to approve participation or unless he fits into another group.

Lewin has demonstrated that when group decisions are reached, eagerness to change is independent of personal preference; individuals act mainly as members of the group. These findings demonstrate the dominating rôle of the group for the individual. The importance of developing group opinion and decision favorable to the kind of behavior the school seeks to develop is at once clear.

**7. Teachers can use the group in teaching problem solving.** Problem solving or the ability to find ways of dealing with problem situations may be viewed as a special example of behavior that modern schools seek to foster. Here again, research in group dynamics is helpful in suggesting methods. Several studies have pointed out that individual members profit

from group participation in problem solving since the quality of group work is often higher than the quality of individual effort.

The ability of individuals and co-operating groups in solving certain kinds of complex problems was studied by Shaw. She concluded that groups seem assured of more correct answers than do individuals, even though all members do not cooperate or participate equally, owing to the general rejection of wrong ideas and the checking of errors. Bavelas, Jenkins, DeHuszar and Roethlisberger have described cases in industry where striking increases in production resulted from group decisions.

While, on a final examination, McKeachie and Bovard found no significant difference between teacher-centered and group-centered classes, other gains did result from group-centered activity. Both groups were shown the film "Feeling of Rejection." Recordings were made of follow-up discussions from which the teachers withdrew. The recordings were then analyzed by two clinical psychologists. They found that the group-centered students enjoyed much more interaction and spontaneity than the teacher-centered group, which seemed to be stiff, insecure and aggressive and to lack insight into the dynamics, expressions of feeling, and mechanisms used to deal with conflict portrayed in the film.

Similarly, Rehage found no measurable difference in scholastic achieve-

ment when class time was used for pupil planning. However, he found that student participants gained useful insights into the process of group planning in addition to their academic achievement.

#### NEW TEACHING SKILLS REQUIRED

If these studies are accepted, they provide evidence that teaching can no longer find its be-all and end-all in unit plans and syllabi, technics that neither recognize nor capitalize on the important human patterns and processes in the classroom situation. In concentrating on the individual child we have frequently neglected group procedures that can enhance the productivity and security of this child as a group member. Some of our classroom difficulties, such as discipline problems, failures in well-planned projects, emotional insecurities and resistance to change, may stem from misinterpretation or misunderstanding of the group processes in the class. Appreciating the drives and interrelations of our pupils may give us the key to their behavior—and our own.

What does this mean for our teaching methods? If we are to act upon our recognition of the rôle of group processes in classroom learning, we must add to or reinforce certain attitudes, skills and understandings. Courses and textbooks in teaching methods have concentrated on such topics as selection of general and specific objectives; effective use of questions and answers; lecture, recitation

and discussion methods; classroom management; utilization of teaching aids, and evaluation procedures. These are vital, but they need the bedrock of human understanding that skill in group processes may provide. As teachers, we need, besides the technics just cited:

1. *Skill in pupil-teacher planning* so that students can accept responsible rôles, from determining objectives to evaluating learning progress periodically.

2. *Skill in the use of sociometric and other technics for getting at the social and communication relationships in the group.*

3. *Skill in the use of projective technics for diagnosing group-process problems as well as for increasing perception of the feelings, attitudes and accepted customs of the individual students.* (In this area the Davis studies of middle class attitudes and their effects on teachers and students are keenly pointed.)

4. *Development of an adequate concept of leadership* to equip the teacher for effective group leadership and at the same time help pupils into responsible leader rôles.

5. *Growth in democratic attitudes and behavior* to help create a social atmosphere which encourages free communication, participation, initiative, and creativity.

6. *Skill in compiling and interpreting anecdotal records about pupil interaction* to advance one's understanding of particular children.

In summary, boys and girls are taught in groups. Our teaching methods must recognize this fact if we are to capitalize on the efficiency of group experiences for certain kinds of learning. In improving our skills in understanding, interpreting and using group processes for learning, we must not anticipate a panacea for all classroom problems.

Many of the best present teaching methods we will keep, while remaining alert for new methods that utilize group experiences to improve learning. The path for more research, by the way, seems to lie in the latter direction. We do not yet have enough accounts of actual operation of group-centered classrooms and schools to fortify the uninitiated. Teachers who *know* should report more profusely on their fruitful group experiences, for the benefit of those to whom group-process is still merely a fancy bit of "gobbledgeook."

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# PROGRESS REPORTS

to parents of pupils in primary grades

FOR several years we have been trying to develop a primary progress report that would meet the needs of pupils, parents and teachers and at the same time would be in line with our philosophy of education. This is a time consuming and difficult job. Our approach to the situation may help others in getting started.

A committee, consisting of one representative teacher from each of our 12 elementary schools, one principal selected at large, and myself as assistant superintendent, was selected to serve as a recommending body on the form

of the progress reports. This group worked for a year studying requests and suggestions from parents, teachers and supervisors. The committee also spent a great deal of time in the study of current literature on reports to parents. Our meetings for work on this problem were held, for the most part, on school time. Since the teachers, as a group, selected the committee,

they were cooperative in making it possible for committee members to take school time to work on this project.

The first step was to send out to all teachers and parents of the primary division samples of our current report blanks and to ask for their likes and dislikes, suggestions and comments. Some 125 replies were received to this

## H. W. HIGHTOWER

Assistant Superintendent  
Community Unit School District No. 2  
Mattoon, Ill.

**Community Unit School District No. 2**  
COLL. AND CUMBERLAND COUNTIES  
MATTOON, ILLINOIS

**Primary Progress Report**  
1951-1952

School \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Attendance Record					
	1	2	3	4	Total
HALF DAYS ABSENT					
TIMES TARDY					

The purpose of this report is to furnish you with our estimate of your child's complete growth compared with his ability to improve. A comparison of his achievement with children in the same grade over the entire nation is also given. Please study carefully the evaluation of the pupil's social development and work habits. You are cordially invited to visit your child's classroom. Frequent conferences with the teacher will make this report more worthwhile and meaningful.

PLACEMENT RECOMMENDATION 1952-1953:  
GRADE \_\_\_\_\_ PRIMARY DIVISION  
GRADE \_\_\_\_\_ INTERMEDIATE DIVISION

L. L. KRANTZ, Superintendent  
H. W. HIGHTOWER, Assistant Superintendent  
Elementary Education \_\_\_\_\_ Principal  
Teacher \_\_\_\_\_

**ACHIEVEMENT TEST RECORD**

The check mark indicates the comparison of the achievement of your child with children in the same grade over the entire nation.

SUBJECT	1			4		
	High	Average	Low	High	Average	Low
Word Picture						
Word Recognition						
Word Meaning						
Reading						
Vocabulary						
Numbers						
Arithmetic Fundamentals						
Arithmetic Problems						
Spelling						
Language Usage						
Average Achievement						
Reading Readiness*						

\* To be used in first report period for First Grade pupils ONLY. This rating is based upon the results of the reading readiness tests and is not a nationwide comparison.

**PARENTS REPORT TO THE SCHOOL**

Parents are urged to report any behavior or characteristic displayed by the pupil at home which might be important for the teacher to know. A CONFERENCE WITH THE TEACHER WOULD BE THE BEST METHOD OF MAKING THIS REPORT. Please call the school office to make an appointment, or indicate on this sheet when it would be convenient for you to come to school for a visit. If this is not convenient, please write your comments in the spaces provided. If you have no suggestions, please sign the report to indicate that you have given it careful study.

**FIRST REPORT PERIOD**

Signature of Parent \_\_\_\_\_

**SECOND REPORT PERIOD**

Signature of Parent \_\_\_\_\_

**THIRD REPORT PERIOD**

Signature of Parent \_\_\_\_\_

Cover page of progress report on pupils in primary grades.

Sixth and final page of progress report on primary pupils.



YOUR CHILD'S PROGRESS IN RELATION TO HIS OR HER ABILITY										YOUR CHILD'S PERSONALITY PROGRESS IN SCHOOL										II. WORK HABITS									
The check mark indicates the teacher's judgment about the pupil's progress in relation to his or her ability to achieve.										The check mark indicates in a specific trait or characteristic.										The check mark indicates in a specific trait or characteristic.									
SUBJECT										I. SOCIAL DEVELOPMENT										TRAIT OR CHARACTERISTIC									
Reading										Shows steady growth	Needs to improve	Shows steady growth	Needs to improve	Shows steady growth	Needs to improve	Shows steady growth	Needs to improve	Shows steady growth	Needs to improve	Shows steady growth	Needs to improve	Shows steady growth	Needs to improve						
Writing										Gets along well with others in play		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
Spelling										Gets along well with others in the room		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
Arithmetic										Is courteous to adults		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
Language										Is courteous to classmates		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
Science										Shows respect for feelings and opinions of others		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
Social Studies										Is responsible		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
Health—PE										Enjoys group activities		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
Music										Takes care of property		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
Art										Meets difficulty with courage		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
										Accepts and uses suggestions		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
										Helps plan and carry out group activities		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
										Shows good sportsmanship as a leader		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
										Shows good sportsmanship as a follower		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
										Adjusts easily to new situations		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							
										Shows pride in home, school and community		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth		Shows steady growth							

III. HEIGHT AND WEIGHT RECORD									
Height									
Weight									

NOTES: Weights listed are not checked, no ability values to be indicated. The blank spaces are provided for teachers to indicate other observations which they may find appropriate.

### PROGRESS REPORT SENT TO PARENTS OF PRIMARY PUPILS AT MATTOON, ILL.

On this page are shown the three inside pages of the Progress Report to parents of primary grade pupils in Community Unit School District No. 2, Mattoon, Ill. The report card is a six page, double fold card printed on peach stock. The cover page is shown at the left on the opposite page. The back page, when the card is folded, is blank, and the sixth page, on which the parents report to the school, appears at the right on the opposite page. Pupils in Grades 4 to 8 are given a four-page card with one page for teacher's and one page for parent's comments.



CHARACTER TRAITS *					
Nine Weeks Periods		1	2	3	4
A—PUNCTUALITY					
B—INITIATIVE					
C—INDUSTRY					
D—COURTESY					
E—COOPERATION					
F—DEPENDABILITY					
G—NEATNESS					

\* NOTE: S—Satisfactory.  
U—Unsatisfactory.

SCHOLASTIC PROGRESS						
Area	SUBJECT	1	2	3	4	FINAL
COMMUNICATION	Reading					
	Writing					
	Spelling					
	Language					
	Suggestions					
MATH	Arithmetic					
	Suggestions					
SOCIAL STUDIES	Geography					
	History					
	Civics					
	Suggestions					
NATURAL SCIENCE	Health-P. E.					
	Science					
	Suggestions					
FINE ARTS	Art					
	Music					
	Suggestions					
PRACT. ARTS	Ind. Arts					
	Home Making					
	Suggestions					

MARKING SYSTEM	CODE OF SUGGESTIONS
A—Outstanding Progress	1. Poor work habits
B—Above Average	2. Needs to improve reading
C—Average	3. Absence in retarding progress
D—Below Average	4. Needs extra study
F—Progress Unsatisfactory	5. Conduct needs improving
	6. Desire conference with parent

One page of four-page progress report sent to the parents of children in Grades 4 to 8 at Mattoon.

cation, (f) health, (g) time schedule, (h) attendance and tardiness regulations, and (i) what parents can do to help children.

This general information is to be sent out at least four times during the year. Each classroom teacher in Grades 1 to 3 may supplement this report with some specific information about what is going on in the individual classroom. The individual classroom report is attached to the general report.

3. Information to the parents about the child in school: (a) scholastic achievement, (b) social development, (c) work habits, (d) attendance, (e) individual abilities and disabilities, and (f) weight and height.

In the discussion on scholastic achievement we were faced with three questions:

1. What kind of achievement shall we attempt to evaluate?

2. In what specific areas should we look for achievement?

3. How shall we measure this achievement?

The committee recommended the evaluation of achievement in two categories:

1. *Results of the achievement testing program.* This involves the comparison of the individual's achievement with the achievements of pupils of his age and grade group over the nation. This achievement will be in specific subject-matter areas. These rating scales were recommended: high, average and low.

2. *Progress of the individual in relation to his ability.* This evaluation also is to be made in specific subject-matter areas. These ratings were recommended: outstanding, satisfactory and unsatisfactory.

A tentative report blank was made up and sent to all teachers and parents for criticisms, suggestion or comments. The response has been favorable.

We have sent out four letters to parents so far this year explaining the various phases of the school program. Several meetings have been held at which time the teachers have described the reading program in detail to the parents.

What are the next steps? We will keep up a continuous study and revision of our reporting system. Near the end of this school year, we will send out a form for parents to indicate desired changes in the reports. This form will also provide for an evaluation of the present reports.

questionnaire. The committee reviewed these suggestions in the light of their further study of a bibliography on modern progress reporting.

The committee decided that a good reporting system should do these things:

1. It should encourage parents to give information about the child to the school. This information should be specific. It should be made clear to parents what information the school needs.

2. It should give information to the parents about the child in school.

3. It should encourage parent-teacher conferences.

4. It should help build pupil morale.

5. It should help build parent morale.

6. It should help build teacher morale.

7. It should create confidence by being well printed on good stock.

8. It should give information about what the school is trying to do.

9. It should have high transfer value.

10. It should be acceptable to the community.

It was recommended that the reporting system be organized into three major divisions:

1. Information from the parents about the child which will help the school do a better job of instruction. This information is to be gathered by the teachers in personal conferences with the parents. During the current school year this division will be confined to first-grade pupils.

2. Information to the home about what the school is doing. There will be a general letter of information from the elementary office on items from the following list: (a) statement of the philosophy of the school, (b) our testing program, (c) reading readiness, (d) numbers, (e) music edu-

# Facts You Should Know About Educational Films!

**Only those instructional films produced since World War II are completely up-to-date.**

**Fact  
#1**

The striking advances made in the production and use of 16mm sound educational motion pictures since World War II are so enormous that pre-war films are virtually out-of-date. New teaching techniques were developed and perfected during the war by educators and by the Armed Forces. Improvements in color, sound and subject treatment came out of the war. And these important advances

were immediately incorporated into educational film production.

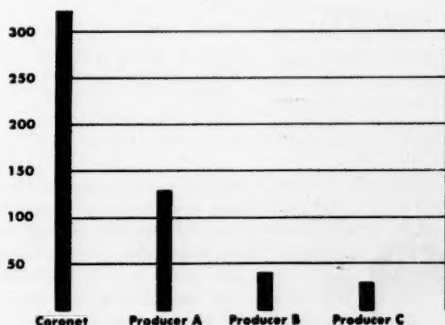
Thus, only those instructional films produced since the end of World War II can be considered completely up-to-date. Educational motion pictures produced before the war—regardless of the producer—are almost as obsolete as pre-war world maps and physics without nuclear fission.

**Fact  
#2**

**Coronet Films has produced 70 percent more 16mm instructional films since World War II than the other three leading producers—combined!**

This important finding—taken from official records of the U.S. Copyright Office, Library of Congress—proves that Coronet Films is by far the best source for the most modern, up-to-date teaching films in the

world. The comparison chart below reveals how, since World War II, Coronet Films has produced more educational films than the other three leading producers combined.



This chart shows the number of films produced from 1945 through the first six-months of 1951 by the four leading educational film producers.



## Connecticut court decision adds to our understanding of the legal status of

# TEACHERS' UNIONS

LEE O. GARBER

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**T**EACHERS' unions constitute a comparatively new form of organization. In fact, they are so new that their legal status is not well understood. Therefore, any court decision that tends to throw light on this matter should be welcomed by all as both an interesting and important contribution to our understanding of the problems involved. Such a decision should tend to clarify the rights and duties of teachers and administrative officers as well as school board members, thus paving the way for better personnel relationship.

Such a decision was recently rendered by the supreme court of errors in Connecticut.\* This case was an action in which the Norwalk Teachers' Association and the board of education of the city of Norwalk agreed to join in order to have their respective rights adjudicated.

### BASIS OF DISPUTE

The Norwalk Teachers' Association, a voluntary organization, was described as an independent labor union to which all but two of some 300 teachers belonged. It appeared that in April 1946 a dispute arose between the association and the board. Negotiations were carried on for some time, and finally 230 teachers rejected contracts offered them and refused to return to their jobs. Further negotiations were then carried on in which the governor and the state board of education took part.

Finally, a contract between the board and the association was drawn up that recognized the association as bargaining agent for the teachers, de-

fined working conditions, and set up grievance procedures and a salary schedule. Similar contracts were entered into for succeeding years, including the year 1950-51.

### MAIN ISSUES IDENTIFIED

Much doubt and uncertainty continued to exist, however, concerning the rights and duties of the parties and the interpretation of the contract, as well as the construction of the statutes relating to schools and boards of education. Also, the matter of strikes in the future appeared as a possibility. Therefore, the parties joined in this action to have their rights adjudicated, in order that contracts might be modified, as necessary, in accordance with the judgment of the court.

The court, after considering the facts of the case, identified the main issues and considered them individually as follows.

1. **Can the association engage in such concerted action as strikes, work stoppages, and collective refusal to enter upon duties?** The court found that relatively few cases involving the right of unions of government employees to strike have reached courts of last resort. One reason is that this right has usually been

tested by applications for injunctions forbidding strikes. It pointed out that the right of the government, or governmental bodies, for injunctions prohibiting strikes on the part of government employees has generally been held. Concerning the point in issue, here, the court said:

"The government is established by and run for all of the people, not for the benefit of any person or group. The profit motive, inherent in the principle of free enterprise, is absent. It should be the aim of every employee . . . to do his or her part to make it function as efficiently and economically as possible. The drastic remedy of the organized strike to enforce the demands of unions of government employees is in direct contravention to this principle."

After further consideration of the question the court reinforced this statement as follows:

"Those people [government employees] are agents of the government. They exercise some part of the sovereignty entrusted to it. . . . They serve the public welfare and not a private purpose. To say that they can strike is the equivalent of saying that they can deny the authority of government and contravene the public welfare. The answer to [this] question . . . is 'No.'"

2. **Can teachers organize as labor unions for the purpose of demanding and receiving recognition and for the purpose of collective bargaining?** The court answered this by stating that it could see no good reason why teachers, as government employees, should not organize as labor unions if they wished to do so in the absence of any statute or regulation forbidding them to do so. (In Connecticut there



\*Norwalk Teachers' Association v. Board of Education of City of Norwalk, 83 A. (2d) 482 (Conn.).



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was no statute to this effect and so the court was not faced with the question of the legality of such statutes.) Pointing out again that the strike is not a proper method of enforcing its demands, the court said:

"There is no objection to the organization of the plaintiff as a labor union, but if its organization is for the purpose of 'demanding' recognition and collective bargaining the demands must be kept within legal bounds. . . . The plaintiff may organize and bargain collectively for the pay and working conditions which it may be in

the power of the board of education to grant."

3. Is it permissible for the association and board to engage in collective bargaining? The court held that there was no statute forbidding such negotiations and, because the board has wide powers in administering schools, it saw no reason why it could not negotiate with the association with regard to such matters as employment, salaries, grievance procedures and working conditions of its members, provided the strike threat is absent. It added, however, that "an

agreement by the board to hire only union members would clearly be an illegal discrimination."

4. Under Connecticut law, is arbitration a permissible method for the settlement and adjustment of disputes? It was held that it was as long as due regard is given to the nature of the powers of the board and if arbitration is conceived of as the result of mutual agreement. In this connection it was pointed out that the board's "power to submit to arbitration would not extend to questions of policy but might extend to question of liability." In matters of policy, of course, a board cannot divest itself of the power to act by delegating this power to another. In other words "it could not commit to an arbitration the decision of a proceeding to discharge a teacher for cause."

5. Are the services of the state board of mediation and arbitration and the state labor relations board available to the association if and when disputes may arise? The court answered this in the negative on the ground that these agencies were created to handle disputes in private industry.

6. Has the association the right to set up rules, working conditions and grievance resolution procedures by collective bargaining? Again, the court answered this in the negative. The board, and only the board, has the authority to administer the public schools. It cannot delegate its power to another. It may ask for advice, but any decision must be that of the board, if it is to be legal. Consequently the association "has no right to establish rules." It may suggest the establishment of such rules to the board but only the board can actually establish them.

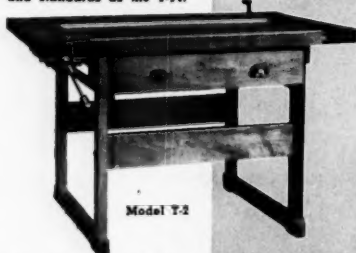
In reading and interpreting this decision, it must be remembered that it has not settled the matter once and for all. This decision sets a precedent, it is true, but whether other courts throughout the country follow it remains to be seen. It also must be remembered that the court answered some of the questions in terms of statutes as they exist in the state of Connecticut. In other states the statutes will differ and the answers may then differ. Nevertheless, this decision will serve as a precedent, and it is important because of what it adds to our understanding of the legal status of teachers' unions.

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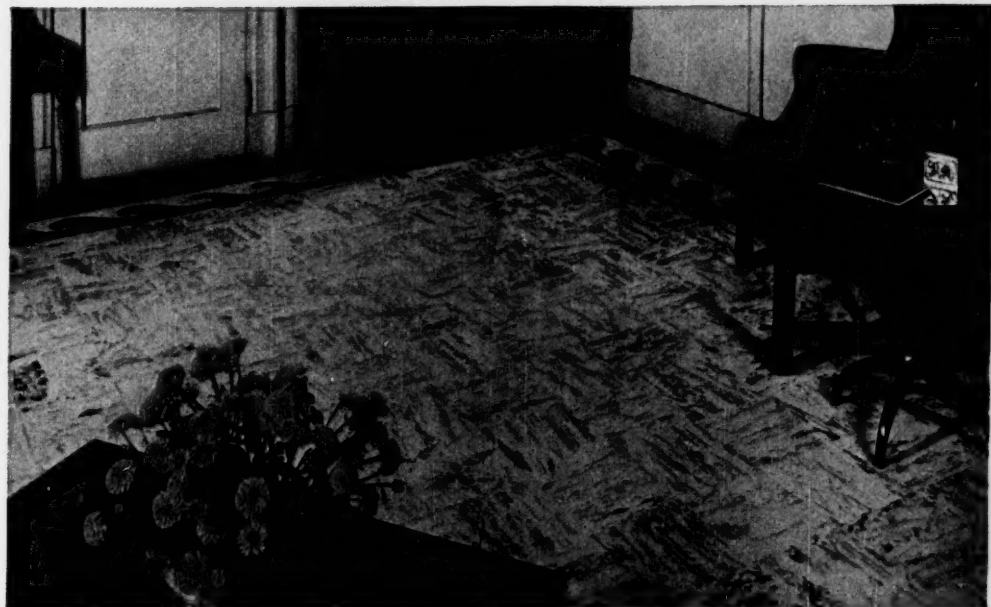
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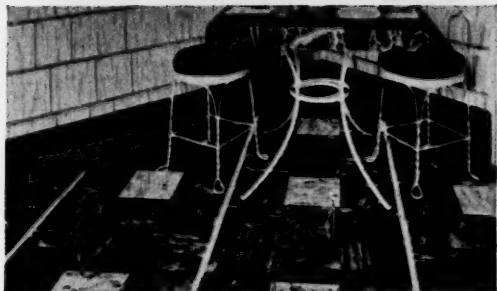
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## Audio-Visual Aids

Photograph by Sherman



LISTENING TO CHILDREN'S STORY OR MUSICAL NUMBER

## MORE LEARNING IN LESS TIME

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Supervisor, Visual Aids Exchange  
Cincinnati

ONE thousand hours! That represents the total time a pupil spends in a Cincinnati public school in an entire year. How to get the most out of these thousand hours! How to teach effectively the most valuable of the skills, knowledge and attitudes that the human race has learned through the centuries! How to provide the desirable experiences that result in permanent learning! How to select and use the modern teaching tools that a modern mechanized world demands!

These are only a few of the problems that confront us; nor are these problems new. However, their importance has increased as our civilization has become more complex and the penalties of ignorance have become more devastating.

When one considers the number of ideas that the modern school is called upon to communicate in the annual allotted time of a thousand hours (the total number of hours in six weeks), the task becomes formidable.

Ask any high school teacher if his class has mastered or experienced satisfactorily the important concepts in his subject. He will explain in detail how much more he could have taught if he had had more time. Turn through the pages of one of the curriculum bulletins of the Cincinnati public schools or the courses of study of any elementary school system. Pupils in the sixth grade, for example, are supposed to have experienced everything they can about the history of man from his prehistoric ancestors, through the ancient Babylonians and Egyptians to present-day Europeans. Their studies are to provide them with an understanding of our heritage from the cradle of democracy in Greece to contributions from Italy, France, England. In science the sixth grade pupil learns how electricity is used in sending messages, how sound is produced and transmitted, how animals adapt themselves to their environment, how new plants can be produced, and something about the balance of nature.

Then there are additional instructional areas in every grade, each with innumerable and important concepts to be learned, all in a thousand hours. And we are concerned that the learning of these concepts be more than a superficial acquisition of names or labels that the pupils in varying degrees of glibness play back to the instructor at opportune moments, labels that are soon forgotten as the artificial need for them in a certain classroom under certain conditions with a specific instructor disappears.

Every teacher can relate from her own experience amusing instances of verbalism by children in her class. Many of the so-called "boners" in exams are merely revelations of the inadequacies of our tools of communication in teaching. How can we put real meaning into the thousands of words that pass between teacher and pupil each day? Is the concept something that has to be seen to be understood? Or does it demand the functioning of the other senses with which

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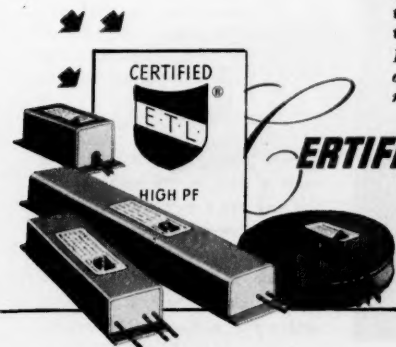
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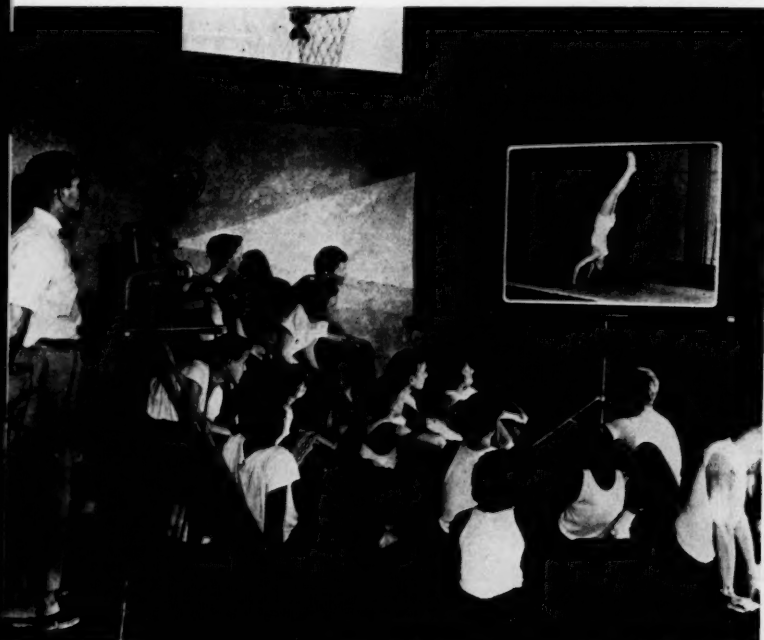


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the human being is equipped? How does a fourth grade pupil learn what a dike in Holland looks like? Does he get the idea by reading descriptions that themselves demand a sensory experience? Does he get it by reading a poem about a boy who plugged a hole in a dike with his arm?

And what does an oasis mean to the nomad of the desert? Can this be communicated effectively by the usual means—words, thousands of words? How can we be reasonably certain that these words have any meaning, that they are more than mere abstractions? Is it possible that an entirely different language is necessary to do the job?

Twelve years ago, Cincinnati recognized these problems and decided to do something about them. The value of visual teaching materials had been demonstrated in repeated tests since 1919. These tests indicated clearly that the proper use of visual teaching materials would result in more learning in less time. Here then was one way to cope with the problem of more teaching in the same allocated time. Then too it was well known to many teachers that some of the concepts could not be communicated by words alone. Much time had been spent in attempting to put into words that which could be told only by the actual experience or a visual image of it.

Consider the situation of a class of 35 children studying about Holland. Someone who traveled there had written an interesting account of his trip, and his descriptions, in words, were so vivid that everyone in the class had a "picture" of Holland. But they were all individual pictures, and since these individual pictures were based on words alone there were 35 very different pictures of Holland, all of them far removed from the actual scene that the writer had hoped to communicate. Here was one situation in which much time could be saved by a 10 minute film; it could do a more accurate job than hours of words alone. When combined properly with filmstrips and other visual aids the



**Top of Page:** It is important to show a film in the right place; this one has a gymnasium setting. (Photograph by J. Kraus.) **Left:** Suitcase "museum" displays from Museum of Natural History are tied in closely with school films and other audio-visual materials.

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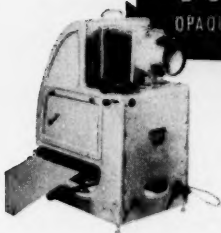
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Teachers learn to operate the tools of their trade. An instructor from the central visual aids department goes to the school and has a one and one-half hour training session with the teacher.

value of the film was definitely increased.

Further investigation into additional units and areas disclosed many concepts that could be taught only by a capable teacher equipped with the best available audio-visual teaching materials. It was also found that many children were using words glibly and answering tests with apparent understanding when actually they had little conceptual background to put real meaning into these words. A glance into any geography book will show paragraph after paragraph that calls for still or moving pictures to understand the concept discussed—unless one wishes to take the entire class to the country itself.

There are many other oft-repeated contributions that audio-visual teaching materials make toward a well rounded instructional program, toward a maximum return from an investment of a thousand hours in a Cincinnati school. However, even those mentioned were sufficient to convince the proper authorities that today's job of education called for visual and other sensory teaching materials as an integral part of the learning process and not as something extra brought in or as something that tried to substitute for a teacher.

**What to Do.** The next steps called for: (1) establishment of a visual

aids exchange; (2) procurement of the most appropriate films, filmstrips and additional audio-visual materials; (3) the training of teachers in the handling and mechanical operation of equipment; (4) effective use of available visual aids.

The establishment of the physical plant and procurement of films progressed rapidly. A "pony express" service in the form of light trucks made deliveries of films, slides, models, flat pictures, and stereographs directly to the individual schools. As can be expected with a relatively small number of projectors, few trained projectionists, and a supply of films that could not meet the demand, there was much doubling-up of classes and auditorium showings. Admitting that this was not the ideal situation for maximum learning, the value of the films was considered so high that few teachers were willing to miss a film if they knew that it related to previous or future lessons.

Hundreds upon hundreds of films and filmstrips were previewed by enthusiastic teacher committees and the best materials were selected. In some instances, relatively mediocre materials were purchased because they were the best available in the particular instructional area at the time. It was seldom that more than one print of a subject was obtained—there just wasn't enough money. Every print was booked solidly, which meant that many teachers requesting a film in November could look forward to it in March.

Equipment was an individual school matter, with the schools in the better communities being able to obtain the best and the most. In some instances, the equipment was guarded with such zeal that only a few were bold enough to learn the operation of the projector.

The beginning was characterized by rising enthusiasm despite insufficient films and equipment, procurement of films far from the date needed, auditorium showings, and few trained projectionists.

#### GREAT STRIDES MADE

During the following 10 years great strides were made in all directions, but obstacles still remain. Wherever possible, audio-visual materials are being used in the classroom, the number constantly increasing. The average film is shown to a single class and is accepted as basic teaching material, not as supplementary material. During the past year more than 83 per cent

of the audio-visual materials requested were booked on the date desired or within 24 hours of that date. Emergency telephone requests were less fortunate, however, and it is probable that advance requisitions will always be desirable for most aids.

**Selection of Materials.** Films are examined and previewed with the following criteria in mind:

1. What are the educational concepts in this film?
2. What is the relation of these concepts to the total job of education—to specific needs in the instructional program?
3. How well does this visual aid put these concepts across comparatively?  
Is the concept in the picture or in the sound?  
What is the total emphasis?  
Is there an adequate balance?  
Is it accurate?  
Is the material positive in presentation?

Are the pictures clear?  
Are the photographic sequences complete with long, medium and close-ups?

What are the danger spots?  
What are the utilization cues—or what has to be done to adapt the information to your use?

4. Can you answer affirmatively these questions:

Will the material be up to date for at least five years?

Is this the best investment we can make with the funds necessary to purchase the film—or do we have needs of higher priority?

How many showings will the film receive annually?

Will other materials now in the exchange serve the need?

Only the best films are considered for purchase. Before final decision the films are tried out in the classroom by committee members. A panel discussion on the use of the films by these committee members is an effective form of in-service training.

**Training of Projectionists.** The training of student projectionists is carried on within the individual schools. In some of the larger high schools, a crew of trained projectionists operates the projector during free periods. In others, student projectionists operate the machines only in their own classroom.

There has been a marked tendency for teachers to learn to operate the projector, usually with the help of several pupils to "set up." In a number

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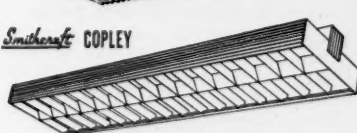
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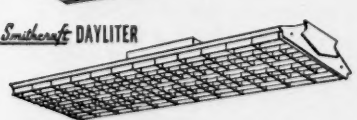
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Visitors to the Convention of the American Association of School Administrators are cordially invited to visit the Smithcraft factory in Chelsea . . . just a few minutes from Boston.

**Smithcraft** LIGHTING DIVISION, CHELSEA 50, MASS.

of schools the entire staff was trained in several days by using a number of projectors, army style—eight teachers to a total of four projectors. (This has now been modified to one teacher to each projector.) The belief that a teacher should learn to operate the tools of his profession continues to grow, and many instructors turn to a sound projector almost as readily as they do to a bookcase.

**Other Visual Aids.** While the sound motion picture is the most spectacular of the visual aids, many other types are used by teachers who find

that each type makes its own particular contribution. Two by two slides, filmstrips, standard glass slides, models and specimens, mounted pictures, and recordings, all are sent to the schools daily.

**Films and Television.** Television promises to be a valuable visual aid eventually. It will make contributions that are peculiar to it alone, but it will not replace the classroom use of films and the other visual aids. It would not be feasible or economical to attempt, by television, to supply the 200 visual aids that are sent daily

from our visual aids exchange to the individual classrooms of the Cincinnati public schools. These 200 aids range through all subjects in all areas of the instructional program. They are brought into use at the exact moment needed and as much time is spent with them as is necessary. In the case of films or filmstrips they can be repeated, a feat which is, at present, impossible with television. However, television can transmit an image of an action at the exact moment it is happening. It can reach an unlimited number of pupils with the turn of a switch. Its future as a classroom tool is bright indeed.

Today, Cincinnati teachers make daily use of 180 sound projectors, 104 filmstrip projectors, innumerable radios and phonographs, opaque projectors, and the like. At their command is a supply of thousands of motion pictures, filmstrips, glass slides, and museum exhibits.

The most effective use of visual aids was and is performed by skillful teachers. A good teacher is a better teacher when he is supplied with the best tools available. Training in the use of these relatively new tools is accomplished by university courses, demonstrations, teachers meetings, and workshops.

#### TEACHERS' PANEL PLAN

An effective procedure has been found to be a panel of approximately four teachers who have used a newly purchased film. Teachers in the particular instructional area listen to the four as they tell the exact manner in which the film was used. As reference is made to other visual aids used by the class, these are displayed. At the end of the discussion, the film is shown to the group of teachers, and a general discussion follows.

A film made recently in the Cincinnati schools shows the development of a typical teaching unit in a classroom where full use was made of a variety of available audio-visual aids. Thus, in 15 minutes a teacher can see the equivalent of two weeks' visitation to classrooms to study the manner in which visual aids are used.

The thousand hours that a pupil spends in the Cincinnati public schools today are more valuable than ever before, and they will continue to be more valuable as the supply of audio-visual teaching materials increase and as teachers accept them as basic tools in the process of education.

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# The School Lunch

Conducted by Mary deGarmo Bryan

## TWO LUNCHROOM PLANS FROM PORTLAND

*are the most satisfactory of 14 recently designed*

FOR many years the serving of hot lunches in the Portland public elementary schools followed the national pattern of sponsorship by parent groups and the initiative of the individual principals. In the summer of 1947 the school board officially accepted the school lunch as a part of the educational program, and in the fall of 1948 a coordinator of lunchrooms was appointed. An extensive building program is now well under way, and the comprehensive plans include provision for adequate lunchroom facilities for all existing and new elementary schools.

### OLD MADE NEW

The rehabilitation of existing lunchroom programs has followed a variety of plans. In some instances adequate space has been available within the

building; in others the addition of a wing is required. Flat-floored auditoriums are being used as multipurpose auditorium-dining rooms with the service space either in the back of the room or in an adjoining newly constructed wing.

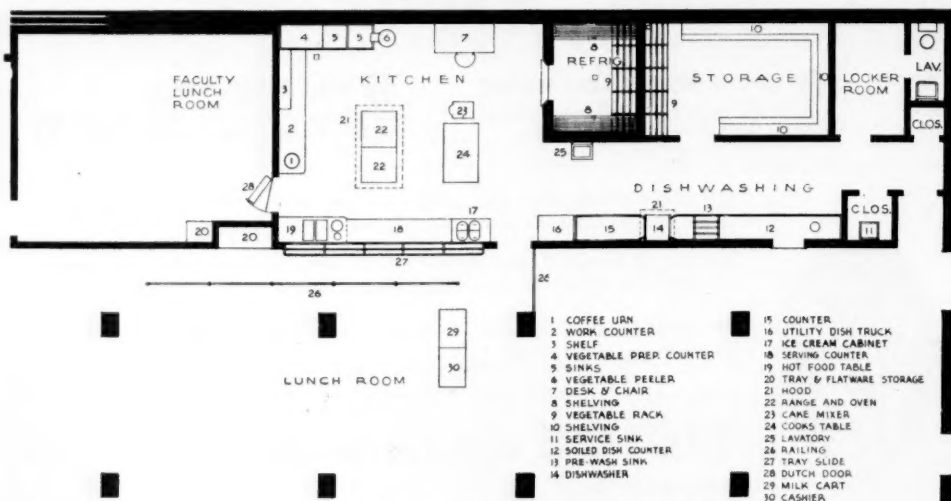
### PLAN FOR LONG, NARROW KITCHEN

Although it has not been possible to establish specific designs for repetitive use, we have standardized the facilities needed, the items of major equipment, and the general scheme for the flow of the work. In every instance an attempt is made to keep the working area as compact as is consist-

ently possible for efficient working conditions.

Fourteen new lunchrooms have opened since January 1949. Of this group, the Glenhaven School plan has proved the most desirable. Extensive wings were added to the existing building which was then renovated and the ground floor used for the lunchroom. Locker rooms, storage space, the kitchen and dishwashing area, and the faculty dining room extend the length of this space. An area of such shape makes it possible to have a direct flow of all activities.

Deliveries enter at the end of the room, going directly to the dry stor-



Floor plan of long, narrow kitchen area at Glenhaven Elementary School in Portland.



*B. & W. Cafeteria, Nashville, Tennessee*

# An accepted sauce service

It is not easy to serve meals by the dozens . . . or by the thousands . . . and have each guest feel that the meal was prepared just for him. The right sauce at the right time can mean a lot in creating this individual satisfaction. Seeing this problem, as we do, from your point of view, we have fashioned a complete array of sauces especially for multiple service . . . each one blended in our own Sunshine Kitchens . . . of the finest selected vinegar, spices and other ingredients. Serve them with confidence.

JOHN SEXTON & CO., CHICAGO, 1952

age area or the walk-in refrigerator. From these locations foods are in close proximity to the cook's table, the vegetable preparation sinks, peeler, mixing machine, the range and ovens, and the serving counter. Children enter at one end of the dining room, return their trays to the dish port near the exit at the opposite end, with no congestion because of cross traffic.

#### SQUARE KITCHEN

In contrast to this long, narrow space, the George School kitchen and faculty dining room occupy an area more nearly square. The flow of work within this kitchen is equally efficient. The limited amount of cross traffic in the dining room when the trays are being returned to the dish port has not been a problem.

We have found it highly desirable to have the serving line in the kitchen, since this avoids the use of a large rolling or sliding door, quite expensive and sometimes difficult to operate. The kitchen may be completely shut off

from the dining area by closing the standard 39 inch door and the dish port; this is definitely an asset when the dining space is used for several other purposes.

#### COMMENTS ON TWO LAYOUTS

Since the facilities and equipment are identical for both schools, the following comments are applicable to either layout.

The faculty dining room, actually used as a conference room during many hours of the day, adjoins the kitchen in such a way that the serving port is at right angles to the student service counter. By the counter space between the hot food table and the faculty serving port being limited to 2 feet, the cook serving may hand a plate to the faculty member without taking an additional step.

The coffee urn and cash box are on the work surface at the other side of the port. Cold foods, such as sandwiches, salads, desserts and milk, and the cream, sugar and napkins are

placed on a stand in the faculty dining room at some time prior to the lunch period.

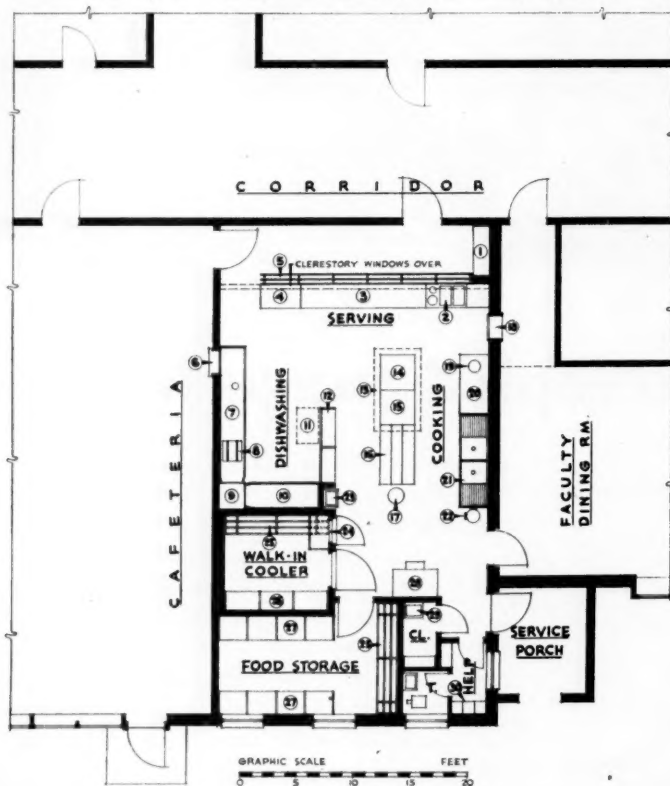
A three-section electric hot food table is designed to hold two 12 by 20 by 4 inch pans, one 11 quart inset and one 4 quart inset. Half or third size pans give adjustability to the variations of the menu. Much of the food preparation and baking is done directly in pans that fit into the hot food table. Three compartment plates are used exclusively; milk is not served from the counter.

Because of this unusually compact serving arrangement, the counter need not be more than 12 feet in length. Space is provided for a small ice cream cabinet at the end of the counter. Only packaged products are sold, and these following the serving period.

#### SNEEZE GUARD REQUIRED

A "sneeze guard" extends the length of the serving counter. This is constructed of metal-stripped plate glass

Floor plan of George School cafeteria area, nearly square yet the flow of work is efficient.

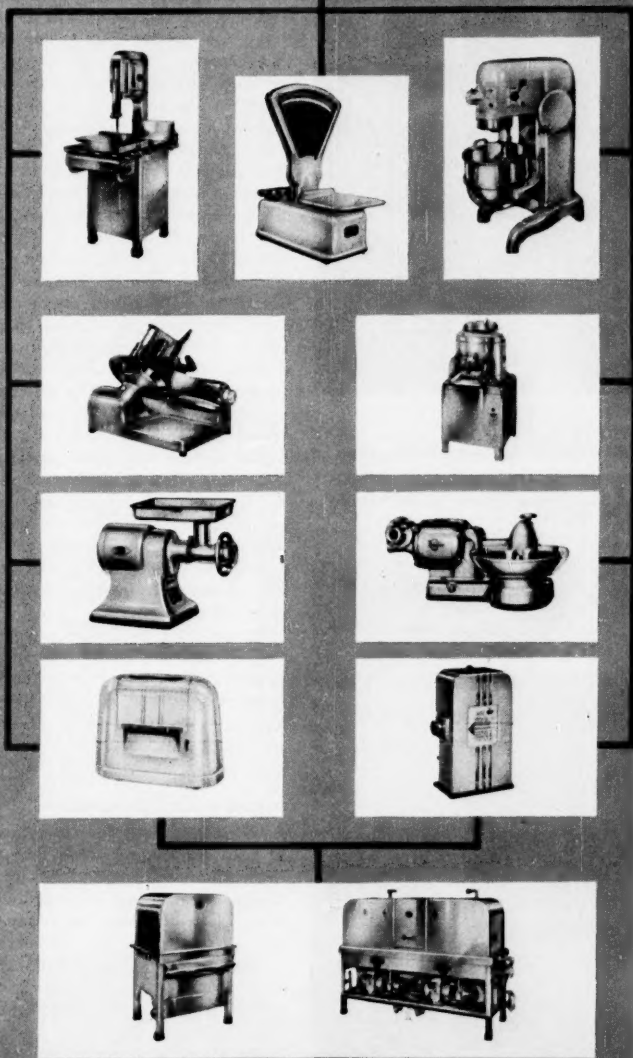


#### EQUIPMENT SCHEDULE

- ① TRAYS & SILVER
- ② HOT FOOD TABLE
- ③ SERVING COUNTER
- ④ ICE CREAM CABINET
- ⑤ TRAY RAIL & SNEEZE GUARD
- ⑥ SOILED DISH PORT
- ⑦ SOILED DISH COUNTER
- ⑧ PRE-RINSE SINK
- ⑨ DISHWASHER
- ⑩ CLEAN DISH COUNTER
- ⑪ DISH CART
- ⑫ POT SHELVES
- ⑬ RANGE HOOD
- ⑭ BAKE OVEN
- ⑮ RANGE
- ⑯ COOK'S TABLE
- ⑰ MIXER
- ⑱ FOOD SERVICE PORT
- ⑲ PORTABLE COFFEE URN
- ⑳ WORK TABLE
- ㉑ SCULLERY SINK
- ㉒ VEGETABLE PEELER
- ㉓ LAVATORY
- ㉔ REACH-IN DOOR
- ㉕ VEGETABLE RACK
- ㉖ REFRIGERATOR SHELVES
- ㉗ STORAGE SHELVES, ADJ.
- ㉘ DESK
- ㉙ SERVICE SINK
- ㉚ LOCKERS

# Clean Plate to Clean Plate

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Plan your kitchen for superior production efficiency with Hobart products designed to bring highest standards to the job. Increased production is the watchword today—and that is based on food and kitchen machine performance!

You can find every machine shown here proudly wearing a Hobart nameplate—every one designed, manufactured, guaranteed and serviced by the oldest name in the business. You'll find most of them in a wide range of capacities and sizes—to bring you peak efficiency. And you'll find every one of them *clean in design and clean in performance*—so carefully designed and ruggedly built that many kitchen operators still use Hobart products over 20 years old. And it's seldom that any of them replace a Hobart with anything but a new Hobart. Let your convenient local Hobart representation chart your path to peak kitchen efficiency. Just call . . . *The Hobart Manufacturing Co., Troy, Ohio.*

Trade Mark of Quality



for over 50 years

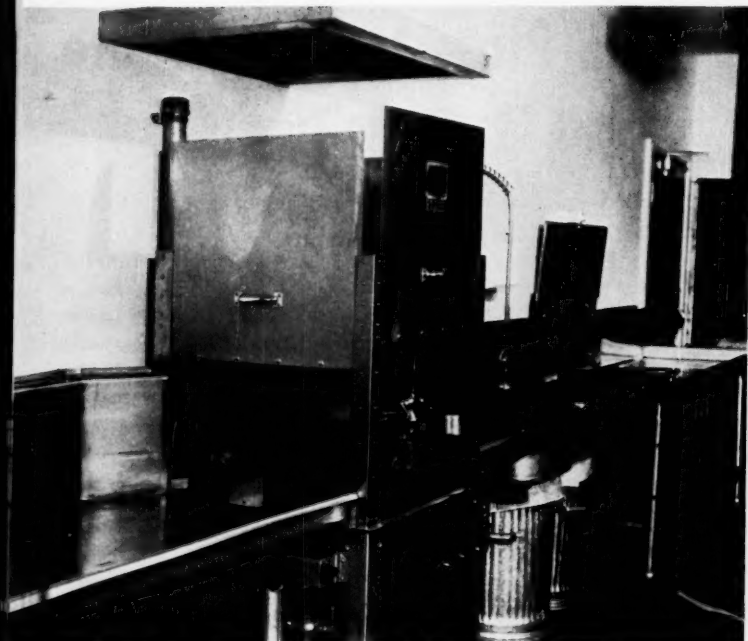
# Hobart

## Food Machines

THE HOBART MANUFACTURING COMPANY  
TROY, OHIO

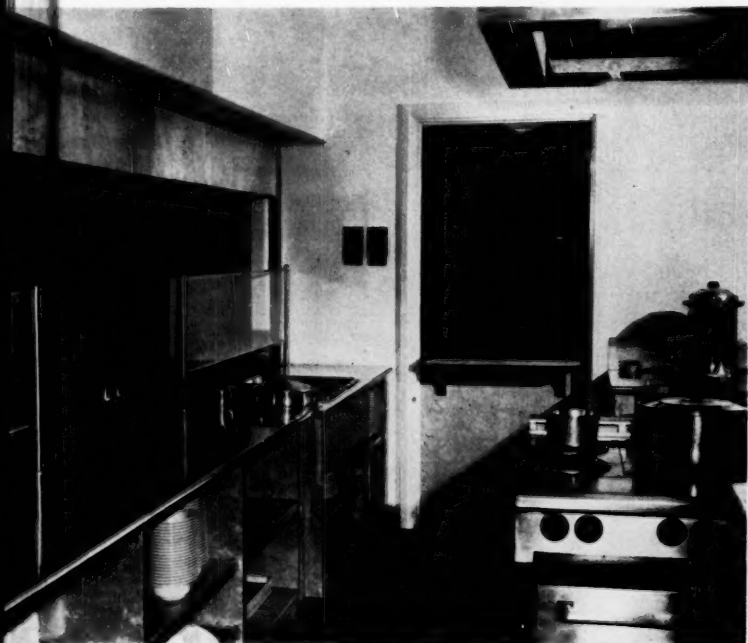
*The World's Largest Manufacturer of Food, Kitchen  
and Dishwashing Machines*





**Left: Clean and soiled dish assembly at Glenhaven School, Portland, with pre-rinse sink and the dish port plainly visible.**

**Below: The serving counter at Glenhaven School has been photographed to show the relationship of the counter to the Dutch-door serving port for the faculty dining room. The sneeze guard is illustrated.**



15 inches in width. A 6 inch open space below this guard permits the passing of plates.

An open ledge, 12 inches from floor level, holds the 12 by 16 inch plastic trays. Also on this ledge is the flatware container, constructed of stainless steel holding eight cylinders 5 inches in diameter and varying in depth as required for teaspoons, forks or soup spoons. Cylinders are installed at an angle of 45 degrees. Cylindrical aluminum containers are being used in some recent installations.

A single unit electric range with oven and a double deck bake oven give us the right proportion of space for surface cookery and oven preparation. If the daily participation is well above 300, an additional range or deck oven is added. Hoods are provided for the range-oven assembly and for the dishwashing machine. Curtain wall construction from ceiling to edge of hood is used for best appearance and ease of cleaning. Use of a plastered surface keeps the cost at a minimum. A ventilating fan is used in the range hood and a light on the inside of the sloping end of the hood gives excellent illumination for the cooking surface.

The maple-top cook's table, equipped with a double bar utensil rack and a 12 inch shelf placed 14 inches above the working surface, is either 5 or 6 feet long. Rolling bins or metal cans on dollies give convenient storage space for dry staples.

#### **MIXING MACHINES SELECTED**

The mixing machine selected uses 12 quart and 22 quart bowls; pedestal and bench models are purchased interchangeably according to availability. With a bench model a portable stand giving storage space for attachments is used. Grinding, slicing and shredding attachments are time saving and add variety to the methods of food preparation.

The vegetable peeler, on a portable stand, discharges waste directly into the sink. The smallest models available, either 12 or 15 pounds, are adequate in size.

The walk-in refrigerator measures approximately 7 by 8 feet inside. Ad-



With

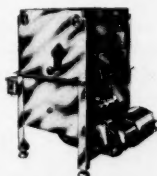
**DURABILITY**

more important  
than ever,

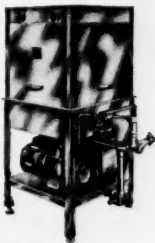
**COLT AUTOSAN**  
Dishwashers

are a wiser choice  
than ever for  
your kitchen!

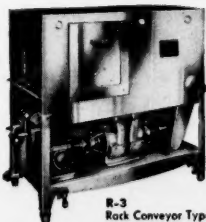
**Capacities From 900 to 9000  
Dishes Washed and Sanitized Per Hour**



**CU-16**  
Rack Type  
900 dishes  
per hour



**R-1A**  
Rack Model  
1250 dishes per hour



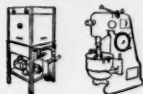
**R-3**  
Rack Conveyor Type  
4800 dishes per hour  
Others up to 9000 dishes per hour.



**C-3**  
Belt Conveyor Model  
6500 dishes per hour.

**COLT AUTOSAN**

DISHWASHING, SANITIZING,  
DRYING AND MIXING MACHINES



justable shelves, beginning at 34 inches above floor level, extend along both sides. From wall to wall across the back (and extending under the regular shelving) is the vegetable rack. This rack is constructed of five rows of 1 inch pipe spaced 6 inches center to center, 12 inches off the floor. A reach-in door was provided in these installations but has been eliminated from subsequent plans as unnecessary. The door ledge is kept to a sloping  $\frac{3}{8}$  inch, which makes it possible to move trucks and dollies in and out of the room without difficulty. The half-

pint containers of milk are stacked on a two deck utility cart when delivered and are kept in the refrigerator until serving time.

At the Glenhaven School kitchens the cart is rolled into place beside the cashier's table; at George School it stops at the end of the serving counter.

A single tank dishwashing machine is used. After depositing milk cartons, straws and napkins in a waste container, children return their trays to the dish port. A port 24 inches in width and 14 inches high automatically

keeps the group passing in single file, avoids piling up trays on the receiving side, yet permits the line to move steadily and quickly.

In the soiled dish counter, the width of one dish rack from the machine, is a prerinse sink 20 by 20 by 6 inches equipped with two removable cross bars and a gooseneck spray of flexible metal hose. Racks of dishes are passed over this sink, rinsed and allowed to drain before they enter the machine. The clean dish counter should accommodate at least four dish racks if plastic dishes are used; three may be sufficient for china. A portable truck returns the dishes to the serving counter.

Conventional shelving extends along both sides of the dry storage room, with a pipe rack across one end. This rack is convenient for bulky containers and the 12 inch height permits easy cleaning. One end of the storeroom should be left free for rolling bins and the like.

#### "OFFICE" FOR MANAGERS

Other facilities include a small ventilated closer with service sink and space for cleaning supplies, a dressing room with a locker for each adult employee, and a lavatory in the food preparation area. A desk with file drawer, a light and an outlet for use of an adding machine make a satisfactory "office" for the lunchroom manager. An auxiliary hot water supply is provided for rinsing dishes.

Folding chairs and tables 30 by 96 inches are used throughout. In Glenhaven School the railing outside the serving line divides the children into those taking the lunch and those purchasing milk only. Both lines converge at the milk cart and pass the cash table. At George School the cash is taken at a portable stand in the corridor just outside the entrance to the service line. This speeds the line materially, especially for younger children.

At the recent convention in New York it was evident that most of the lunchroom supervisors are unable to obtain the cooperation and interest of the architects. These two most satisfactory lunchrooms are the result of the intelligent and cooperative work of two firms. Rollin Boles, associate in the office of Glenn Stanton, designed the Glenhaven plan; Donald Edmundson and Associate Neil Kochendoerfer, the George School. We are most appreciative of their achievements.

**Next September—**

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**OR LIKE THIS ?**

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And talk about *wear-resistance*! It's common practice for Tile-Text floors to stand up under the

heaviest traffic for 20 years...without showing wear.

Tile-Text Asphalt floors take the problem out of *cleaning*, too. All it takes is sweeping to remove loose dirt...periodic washing. Occasional water-waxing will help keep colors sharp.

Get in touch with your local Tile-Text Flooring Contractor for samples and complete information on our design counsel and floor layout service.

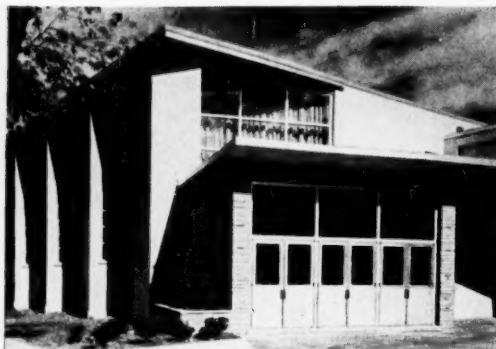
You'll find him listed under "Floors" in the classified pages of your telephone directory. Or, write to: THE TILE-TEXT DIVISION, *The Flintkote Company*, 1234 McKinley Street, Chicago Heights, Illinois.



The Flintkote Company of Canada, Ltd., 30th Street, Long Branch, Toronto, Canada.

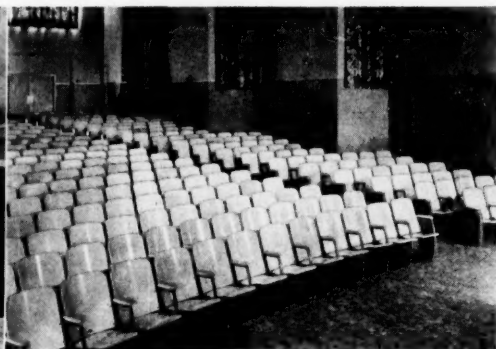
\*Registered Trademark, The Flintkote Company

# Two Handsome School Auditoriums Seated with Heywood-Wakefield Comfort



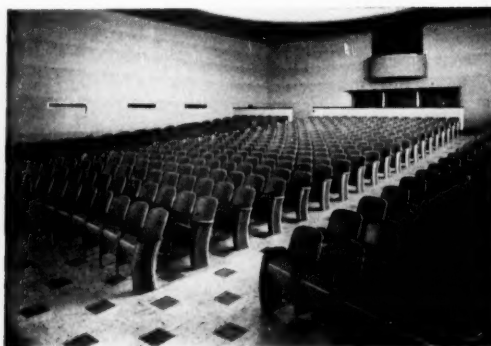
ABOVE—Stockton Street School, East Orange, N. J.

It was planned in cooperation with Henry E. Kentopp, Superintendent and Paul V. Moody, Secretary of the Board of Education, by Emil A. Schmidlin, Architect, Newark. The installation of Heywood-Wakefield Model TC 705 chairs was carried out with the assistance of M. J. Franz, representative of Heywood-Wakefield Company, One Park Ave., New York.



BELOW—Corona Avenue School, Valley Stream, Long Island

Plans for the latest addition to the recently constructed Corona Avenue School included special provision for this 542-seat auditorium designed by Frederick P. Wiedersun, Architect, New York. The installation of Heywood-Wakefield Model TC 700 chairs was handled by Equipment and Furniture Company, Inc., New York, distributors for Heywood-Wakefield Company.



**H**ERE ARE two examples of the current trend toward designing school auditoriums to serve as inviting focal points for neighborhood activities as well as school assemblies. Note the careful attention to good sight lines in the placing of seats which have been selected for their extra comfort. Write today for the new, fully illustrated catalogue of Heywood-Wakefield units for classroom and auditorium use. Heywood-Wakefield, School Furniture Division, Menominee, Michigan and Gardner, Massachusetts.



★ The ORIGINAL Tubular Steel School Furniture ★





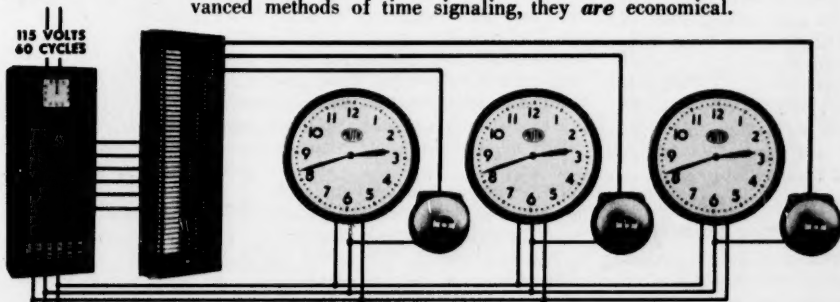
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# Maintenance Operation Supplies

Setting up specifications for

## PURCHASING EQUIPMENT

**WILLIAM C. DAVINI**

Assistant Superintendent-Business Affairs  
St. Paul Public Schools, St. Paul

**T**HE purchase of educational equipment and supplies according to one's own specifications is good administrative policy. I am not advocating specifications that would require custom built equipment. By "one's own specifications," I mean certain characteristics and standards within a specification that will allow for the consideration of the better articles on sale in the open market today, and in addition will allow for the consideration of several different makes of each item, to the end that competition with its financial advantages to the schools shall not be eliminated.

This procedure is a good policy only if we have studied the needs and requirements of the educational program involved and have taken all other aspects of the local situation into consideration.

### SUGGESTS ADVISORY COMMITTEE

Whenever possible, the purchasing agent should enlist the help of those who are to supervise and use the equipment and who will be in daily contact with it. One way in which this can be done is through an advisory committee of teachers and principals, chosen by their own colleagues. To this group one should entrust the job of recommending the type and style of equipment and supplies which in its opinion will be the most useful, most durable, the most adaptable from every point of view, including cost. This committee should be given all the cooperation possible by the top administrative staff; samples from the manufacturers of good quality merchandise should be made available for careful study and evaluation. Experimental installations to make it possible for the committee to judge the product in actual use are always worth the cost involved. Whenever technical advice can be procured, it should be supplied without delay.

Normally, the group will have an optimum choice, an in-between or second choice, and a "minimum requirement" choice. It is only natural that the group would prefer the optimum; therefore, a complete briefing by the administrator as to the amount of money and the number of situations that must be covered will in most cases direct their thinking toward the best possible choice for the best possible price in the purchase of the moment. This having been accomplished, the committee is now at the point at which specifications should begin to take form.

What will go into the writing of these specifications and the ultimate recommendations of the committee?

First and foremost, there should be diligent study of practices elsewhere. Evaluation of samples submitted, needs of the local program (both the educational and physical aspects), technical



advice from the experts consulted, and analysis of national trends—to all these considerations must be added "the greatest good for the dollars available" in proportion to the needs to be supplied. Specifications and recommendations based upon this procedure should result in sound purchases.

"What goes into a good specification?" First of all is a general de-

scription of the article to be purchased. We insist on a general specification to avoid the charge of "prejudiced purchasing" or "closed specifications," both of which are detrimental to an efficient, honest program and generally are dangerous to the over-all welfare of public education in any community. Next, a statement of the materials which we believe should be incorporated in that article, plus requisites for the health and safety of pupils, durability, ease of operation and adjustment, general appearance, finish, ease of parts replacement, and general good maintenance factors.

### PROCEDURES AT ST. PAUL

I should like to illustrate this with some of our own experiences. In St. Paul's public schools, all purchases amounting to \$500 or more must be made on the basis of competitive formal bids. The request for bids must contain the phrase "or approved equal" if particular item is referred to or described in the request by brand name.

We ask all bidders to submit samples of manufactured articles on which they are entering a bid. Furthermore, we ask the bidder to deliver the samples unpacked and assembled and clearly labeled, including such information as the item number and name, size if various sizes are specified, name and address of the bidder, and name of the manufacturer, at least 24 hours before the opening of bids. Samples, the bidder is told, will remain the property of the bidder and we will exercise reasonable care in safeguarding his property, but the board of education will not be responsible for samples. The samples of the successful bidders will be kept in our custody

# Why Wax Floors So Often?

"To protect the floors and simplify maintenance," would be a logical answer. However, these purposes can be served, and *still* the frequency of waxing can be reduced, by using *The Finnell Hot-Wax Process*. In this process, *Finnell-Kote Solid Wax* is used, and it is applied mechanically with *Finnell Equipment*.

*Hot-waxing* affords greater penetration — allows the wax to *flow* into the pores of the floor — and thoroughly utilizes the wax solids. *Hot-waxing with Finnell-Kote*, whose genuine wax content is three to four times greater than average wax, produces a finish unique in wearing and protective qualities. Shows substantial savings in labor costs, on a year-to-year basis, as a result of fewer applications required. *Finnell-Kote* is heated in a *Finnell-Kote Dispenser* attached to a *Finnell Machine*. The melted wax is fed to the floor through the center of the brush ring, and is uniformly and rapidly spread by the revolving brushes. *Sets in less than ten seconds*, and polishes to a beautiful, non-skid finish that actually seals out dirt and grime. Contains genuine Carnauba.

*Finnell* makes a complete line of *Waxes* . . . also a full line of *Cleaners* and *Sealers* . . . and *Floor-Maintenance Machines* and *Accessories* for every type of floor care. The machine shown below is a *600 Series Finnell* that can be used to apply wax, polish, wet-scrub, scrub rugs, steel-wool, dry-scrub, sand, and grind! Four sizes: 13, 15, 18, and 21-inch brush diameter.

For consultation or literature, phone or write nearest *Finnell Branch* or *Finnell System, Inc.*, 204 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

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IN ALL  
PRINCIPAL  
CITIES

until all units purchased under the various contracts have been delivered and accepted. Bidders are required to submit the manufacturer's complete specifications, including a record of any performance tests to which the article has been subjected. All bids must be made on a per unit basis; quantities specified must in all cases be considered approximate since we want a reasonable right to make adjustments of quantities in the final contract for purchase.

Some boards of education shy away from alternate bids entirely. In St.

Paul, we reserve the right to purchase all of the quantity of the original article specified, all of the quantity of the alternate, or to divide the purchase between the original and the alternate. We insist that bidders in all cases furnish complete information regarding delivery method and date. Details of desired delivery dates and place of delivery are made clear to the bidders.

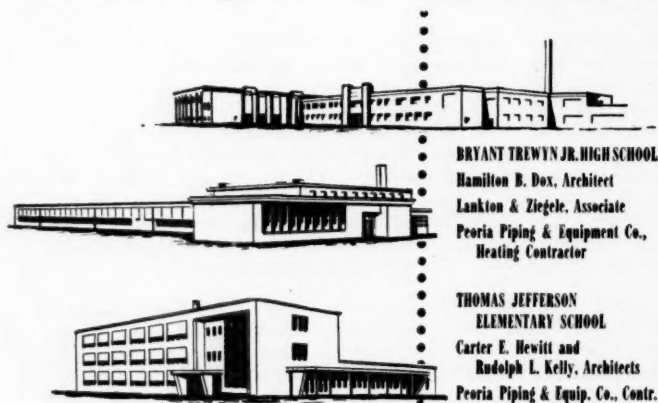
Details of provisions for payment on contract are also worked out, and specific orders on correspondence regarding specifications or other matters relating to the purchase of these items

is given to the bidders. In no case are communications regarding specifications considered binding on either party. Bidders are informed that any errors or discrepancies in specifications must be brought to the attention of the properly designated representative of the board of education in writing and should then become a part of the bid by that individual and a part of his specifications.

#### SPECIFYING DESK-CHAIR UNIT

We have outlined the general procedure for bidders. Now let us consider a specification in detail. In St. Paul, the committee recommended coupled desk and chair units for pupil seating, above the primary level. We first of all specified the sizes we plan to purchase, the approximate number of each, primary, intermediate grade, and secondary. We then stated that the unit is to consist of a seat with a limited turn swivel feature, a lifting lid, and steel book box, each of these independently adjustable for height and united by a rigid connecting member. All moving parts must be provided with adjustments to compensate for wear, and all movable parts are to be easily and economically replaceable. Units are to be of attractive design, free from objectionable projections and irregularities; they must be of first-class workmanship, with particular reference to smooth rounding of corners, smoothness of edges, welds and joints, and freedom from scratching and tearing hazards. All wood used in the construction of this seat, backrails, and writing surface of this unit must be close grained hardwood, birch or maple, kiln dried to a moisture content not to exceed 5 per cent and free from knots and defects. Any plywood used in this unit must be hot-pressed with moisture resistant adhesive. So much for the general specification of the unit.

Now let us describe the desk itself in detail, starting with the top, which we say shall be at least 5 ply plywood with hardwood face veneer, birch or maple, approximately 17 by 23 inches and at least 5 inches thick, or 4/4 selected hardwood, tongued and glued with a high quality moisture resistant adhesive. If the desk top is fabricated of 4/4 hardwood, it must be reinforced by heavy steel splines routed into the underside of the lid and running cross grain to resist warping or cracking. The lifting lid portion must, when closed, have a suitable slope of



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Kewanee Type "C" Boilers (stoker fired) were selected for each of these fine modern schools. The boiler rooms of two of them shown at right.



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\*Ask for revealing Cost Comparison Chart

### CHECK THESE MITCHELL LOW-BRIGHTNESS ADVANTAGES:

Highest Footcandle Output	✓
Glare-free illumination (surface brightness less than 2 cp./sq. in.)	✓
Lowest Fixture Cost (fewer units, no louvers required)	✓
Lowest Installation Cost	✓
Lowest Maintenance Cost (largely self-cleaning)	✓
Lowest Owning and Operating Cost per Footcandle Delivered	✓
Attractive Functional Design.	✓

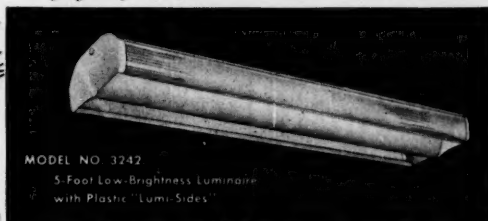
Write for the complete MITCHELL Commercial Fluorescent Lighting Catalog. Have the full details on MITCHELL Low-Brightness Luminaires, for quick, easy specification.

# MITCHELL

**MITCHELL MANUFACTURING COMPANY**

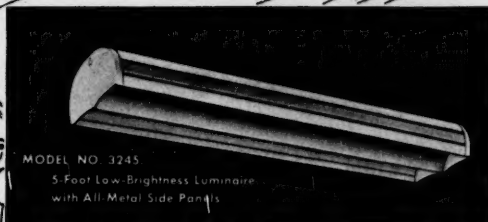
2525 N. Clybourn Avenue, Chicago 14, Illinois

In Canada: Mitchell Mfg. Co., Ltd., 19 Waterman Avenue, Toronto



MODEL NO. 3242

5-Foot Low-Brightness Luminaire  
with Plastic "Lumi-Sides"



MODEL NO. 3245

5-Foot Low-Brightness Luminaire  
with All-Metal Side Panels



Mitchell Manufacturing Company, Dept. 14D  
2525 N. Clybourn Ave., Chicago 14, Ill.

- ☐ Please send complete Commercial Lighting Catalog
- ☐ Please send Cost Comparison Chart

Name

Firm

City  Zone  State



approximately 2 inches. The level stationary portion of the top shall not be bored for inkwells. Units are to be furnished without inkwells. The undersurface of the lifting lid when it comes in contact with the metal book box must be provided with silencing rubber bumpers.

We state that the lifting lid has to be attached to stationary portions of the unit by adequately strong hinges, no moving part of which is to be exposed in the book storage space or on the desk surface. Hinges must be capable of adjustment and made so as

to provide friction tension sufficient to prevent the lid from falling from the open position. There can be no catching or pinching hazards. The book box must be of steel with all exposed edges turned and must be without hazardous protrusion of screw heads or nuts inside or underneath the book box. A pencil tray must be fastened to the seat side inside the box.

We then describe the frame, the seat, the backrail, the adjustment, and the finish. We state that the frame of the desk, seat and connecting members must be welded seamless tubular steel

of sufficient rigidity to provide adequate strength in all directions. Each foot must be fitted with a metal glider secured to the leg by a suitable means to prevent looseness. The seat must be of cradle form design at least 13 by 13 inches by 13/16 inch thick. The front of the seat must be sufficiently rounded to prevent under-knee pressure. We stipulated that there must be at least two backrails on the seat unit, although not too much stress was placed on this point. Backs must be well rounded and formed to a curved shape on a radius of approximately 18 inches, and chair backs must be attached to back braces in such a manner that there can be no hazardous protrusions of screw heads or nuts. The seat and desk adjustment on the book box must be by means of a device that is easily operated and of sufficient holding power to prevent rotation or slipping of desk or seat under usage, impact or load tests.

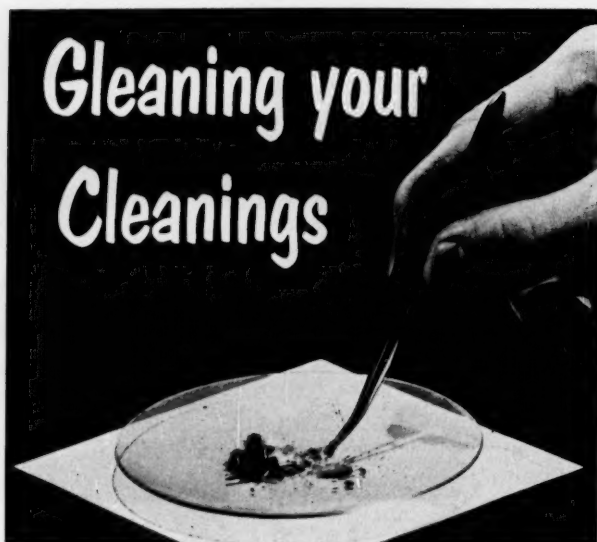
The finish specified is a lacquered natural wood finish of sufficient character and depth to be resistant to hot and cold water, ink, cleaning fluids, or abrasion, and to afford adequate protection in use. We specified a baked beige enamel finish for all metal parts. From this point we went on to details of delivery.

#### GROUP INSPECTION TAKES PLACE

In St. Paul last November, the board of education purchased \$360,000 worth of new equipment. This purchase was for 20 items, ranging from pupil seating to bulletin boards. In spite of the magnitude of this purchase, when all samples had been submitted and properly labeled, a committee composed of members of the technical staff and the administrative staff carefully examined each sample and checked it against the specifications. This procedure formed the basis for the administrative staff's recommendations to the board of education.

Upon receipt of the administrators' recommendations, the board held a special inspection meeting and followed this with a special day-long session, during which each bidder whose product was being considered was given an opportunity to present his facts personally.

NEXT MONTH'S ARTICLE will offer specifications for folding chairs, will describe a protective clause under which the purchase of the lowest priced item is not mandatory, and will show the need for the diversification in the purchase of special supplies.



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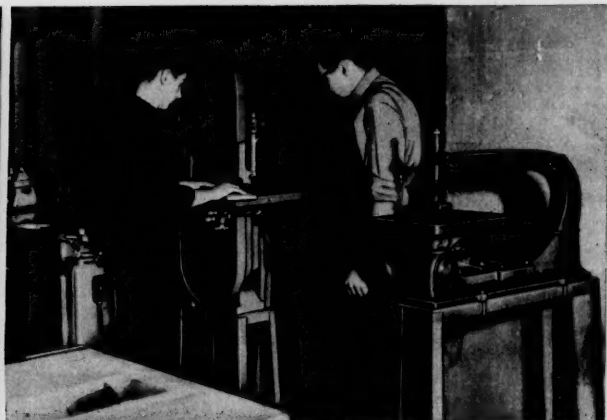
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Vol. 49, No. 4, April 1952



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## Secondary School Principals Take Practical View on Social, Moral and Civic Problems of Adolescence

THE adolescents of the land seem to be in the hands of realists and idealists in about equal proportions or in combination, an outsider who slipped into annual convention of the National Association of Secondary School Principals decided.

Some 2000 junior and senior high school and junior college principals went to Cincinnati, February 16 to 20, to the meeting, and they listened to and argued over many practical ideas about the social, moral and civic problems of adolescence.

### PREVENTING DROP-OUTS

Junior high school administrators, for example, heard themselves and elementary school principals given a degree of blame for drop-outs in senior high schools. Ernest F. Weinrich, assistant superintendent of schools at Schenectady, N.Y., contended that the roots of dissatisfaction go down into grade school. He suggested an easier transition from elementary to junior high school.

A block of time with a single teacher during the first junior high school year is one step that can be taken, Mr. Weinrich suggested. Under this plan, one teacher could be responsible for the integration of such areas as social studies, English, math and science. The same teacher might then remain with her group during the second junior high school year for a smaller block of time consisting of only two of the four areas mentioned. More effective counseling at the junior high school level also is needed.

Counseling, again, must go into high gear immediately before the end of the compulsory school attendance age. And to hold youths who prefer to work, secondary schools must provide a more extensive program of supervised work experience, Mr. Weinrich told his audience.

"Many students reach the legal school leaving age at the end of the school year or during the summer. If a school-work program for these young people

could be organized during the summer, their return to school would be more likely since it would be a continuation of a plan already in operation," Mr. Weinrich concluded.

Roy L. Arnheim, principal of Virgil Junior High School, Los Angeles, took the "wraps" off three packages—guidance, establishment of classes for the educationally and mentally retarded, and the practice of democracy on the staff level.

On the senior high school level, speakers were eloquent on U.M.T., sororities and fraternities, athletic standards, narcotics, moral training, and citizenship training.

President Ralph W. McDonald of Bowling Green State University in Ohio, carried high the standard in the war against U.M.T.

"No nation can remain free," Dr. McDonald contended, "if it subjects its peacetime population to a system of militarization. It has never been done anywhere else, and it would be stupid for us to assume that the results would be any different here."

### FRATERNITIES IN LAST-DITCH STAND

Two brave principals described long fights to eradicate or to control exclusive and secret high school societies—C. Darl Long of White Plains High School, White Plains, N.Y., and Earle R. Seidner of the high school in Lorain, Ohio. Neither has won the battle, but both report real progress.

Principal Seidner told his colleagues at the convention not to get stranded

far out on a limb in any program of eliminating secret societies. The principal must insist that the board of education take definite action and guarantee him unlimited backing. Too, the school must provide substitute activities that meet the social needs of the boys and girls. Finally, a definite program must be planned step by step before outside clubs are barred.

In Lorain, the first step was to outlaw the wearing of club jackets and insignia at school. Next a series of meetings was held with outside club leaders, and finally three alternatives were given the clubs: (1) disband immediately or incur severe penalties; (2) accept school sponsorship, which means giving up secret aspects of club, undemocratic methods of selecting members, and unsupervised meetings and social affairs, or (3) enter into a written agreement with the school administration that they live out their club existence according to present membership but that they refrain from pledging and initiating new members.

In White Plains, Principal Long thinks the prospects for the future are encouraging. Originally the high school sponsored such groups, partially to satisfy a need common among adolescents and partially to improve school spirit and loyalty.

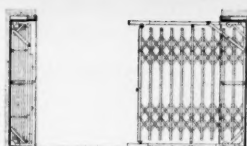
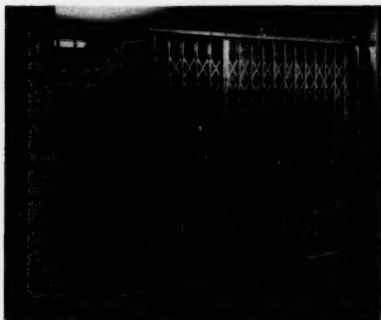
When the clubs got out of hand, the school made efforts to control them. Antagonisms developed between club members and faculty. The faculty barred the groups from the school, and the groups refused to agree to the divorce. When the school retaliated by taking away certain school privileges, the groups went "underground."

"For more than half a century," Mr. Long explained, "the fraternity and sorority problem in White Plains was looked upon as a high school problem. We are now at the stage where it is generally recognized that the problem belongs to the community and that the school only shares the responsibility. There is reason to hope that the total effort of the community will produce



Day and Night, More Schools Rely On *Acorn "in-a-wall" Folding Gates*

# Acorn



Illustrated above) Acorn "in-a-wall" folding gate unit. Diagram shows half of unit compactly folded into wall cabinet.

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**INSURE** quick, easy control of after hours groups using gymnasium, auditorium or class rooms.

**SCHOOLS WORK OVERTIME TOO!** More and more communities are now enjoying the facilities that schools offer for class instruction, sports events, lectures and public meetings. All after scheduled school hours! During such times, Acorn "in-a-wall" Folding Gates act as a school guardian. Quiet, impersonal, architecturally correct, they keep the evening crowds neatly channeled into the auditorium or gymnasium, and away from unused classrooms. The evening over—the gates are folded into small flush cabinets. No fuss, no bother, just complete, dignified security. Ideal for new or old school, there is a gate to meet any requirement. Full specifications available in Sweet's Architectural File, or simply write for the new Acorn catalog today.

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more salutary results than were obtained through the single-handed efforts of the school authorities."

#### ATHLETICS—PURE OR IMPURE

On the whole, the high school principals did not view with alarm their own standards in athletics for boys and girls. However, Cliff Harper, executive secretary of the Alabama High School Athletic Association, warned:

"We have many rough spots and vulnerable points that we must work on. The high schools cannot take a smug attitude for we must continue to correct

the existing evils and to be ready to meet and eliminate new evils as they appear on the scene."

Principal John K. Archer of Malverne High School, Malverne, N.Y., made a particular point of girls' athletics, saying: "We are all agreed that the sports program for girls must be defended against commercialism, professionalism or exploitation, and that maximum participation, equitable competition, and sportsmanship are to be stressed to the highest degree."

"In states in which the recommended standards of the National Section of

Women's Athletics are observed, the girls' program has features that make it superior to the boys' program."

"As a defense against outside interests exploiting our students and disregarding our objectives, our national standards for athletics will help keep the barn door locked before the horse is stolen. We each have a responsibility to do our part in the educational campaign necessary to ensure a wider understanding of these standards."

In a speech on "Critical Issues in Secondary Education," Herold C. Hunt, general superintendent of the Chicago schools, struck at the proselyting of high school athletes by colleges and universities.

"In awarding athletic scholarships and in virtually subsidizing successful high school athletes, colleges and universities pose a problem of major importance for the secondary school administrator," Dr. Hunt asserted.

"It seems incredible that admitted practices of tampering with high school credits and falsifying transcripts could have escaped the attention of high school principals from whose schools these young men have been selected. In the current program of deemphasizing competitive sports our high schools might well and properly take the initiative."

"Let our high schools individually survey their present practices to determine the validity of their own programs and then, having put their own houses in order, let them assume some share of responsibility for what is happening to their graduates. Good counseling helps place some of this responsibility, at least, on the high school."

#### HOW ATTACK NARCOTIC MENACE?

On teaching about narcotics in the high school, there are two distinct points of view: the direct method and the indirect.

Educators in New York City favor the direct method endorsed by Dr. Victor H. Vogel, medical officer of the federal hospital at Lexington, Ky., namely, properly presented educational material given in junior and senior high schools.

Principal Gabriel R. Mason of Abraham Lincoln High School, Brooklyn, described the planting of juvenile looking detectives in many New York high schools, where they were registered as students and remained in school for months mingling with fellow students in halls, classrooms, playgrounds, cafeterias and toilets. Hundreds of suspects were picked up for further investigation



Washroom showing Greenwich tileous china lavatories with Centra mixer fittings.

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Kohler fixtures of practical design for schools, insure sanitation, give long reliable service. They are easy to keep clean, economical to maintain.

The new Senior High School of Oak Ridge, Tennessee, includes Kohler lavatories, drinking fountains, showers, sinks,

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Chromium-plated fittings complement the fixtures in appearance and serviceability. In schools throughout America Kohler fixtures and fittings have earned the approval of administrators, architects and engineers. Write for catalog.

Architects—Engineers: Skidmore, Owings & Merrill.  
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cleans well in hot  
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soft water.



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Leaves no film or  
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and hands... as  
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WHIZ PINE ODR  
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Mild pine, "clean"  
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and, when advisable, were sent to hospitals for treatment.

Teachers have been alerted to look for selfish, unhappy, nonconformist, emotionally disturbed students who show marked loss in weight, who are chronic truants, who are members of gangs, who lack inhibitions, who indulge in daydreaming, who suddenly become hilarious, who suddenly fail in their school work, and who leave the classroom frequently to go to the toilet.

Thirty-six members of the educational system have worked out a course of study on narcotics and it is being used in Grades 7 to 12.

"As a result of all our efforts," Principal Mason told the delegates, "New York City has made a good beginning and perhaps half the battle is won. There has been a noticeable decline in the number of juvenile drug addicts during the past year. We plan to carry on the fight with courage and steadfastness to teach our students that they, like emotionally mature people, may also have difficulties to face, but like the elders they respect they must solve their problems intelligently, make normal adjustments, and make the best of all existing situations."

### HAS HUSH-HUSH POLICY

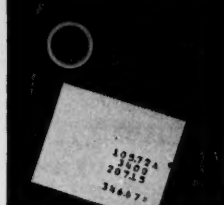
In Ohio the school crowd goes along with the U.S. Narcotics Bureau, which takes a hush-hush policy with youngsters, on the theory that discussing marijuana and heroin addiction only leads to a morbid and uncontrollable desire to try out what has been described as a wonderful thrill.

Howard E. Hamlin, supervisor of health and narcotic education for the Ohio State Department of Education, advises the schools to make such information incidental and natural to the discussion in social and natural science classes—never the reason for a special school assembly or a course of study.

Mr. Hamlin thinks the bad example of parents and teachers in drinking and smoking is powerfully suggestive to youths to do likewise. Asserted he:

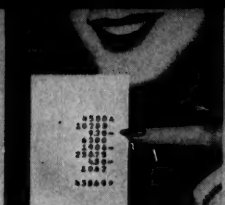
"Our present trend toward increased drinking and smoking, the use of marijuana, opium derivatives and other harmful drugs is indicative of our intellectual immaturity rather than a sign of our degeneracy. Sometimes we adults behave like the proverbial adolescent without apparently knowing it. In many instances drinking and smoking are done by adults as well as by youths purely to show off. It is surprising how many of these folk would rather be

Only the  
*National*  
 adding machine  
 has all 8  
 money-saving features...



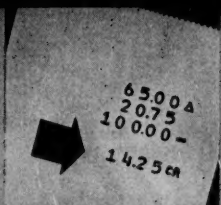
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**2. SUBTRACTIONS IN RED**

Can never be mistaken for additions. Red figures stand out even after being "checked off" on tape.



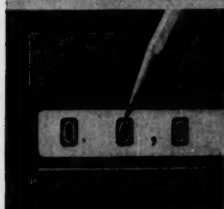
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Tape automatically moves up to tear-off position when total is printed. Saves effort, time, paper.



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On average listings these 8 features, combined, save hundreds of motions every hour. The more of these features a machine has, the more time and effort will be saved *every hour the machine is in use*. Isn't it reasonable, then,

to get the only adding machine that combines *all* 8 features—the National? Call the local National factory branch, or dealer, for a demonstration. Models and prices to fit your needs. (There's no obligation to buy.)

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doing otherwise but they are under the control of an outside compulsion rather than their own."

#### TEACHING RELIGION

The controversial issue of teaching religion in the schools was given a sensible approach by Dr. Raymond Walters, president of the University of Cincinnati. Asserted Dr. Walters:

"An approach and a procedure could be developed that would bring to all our students a lively sense of good citizenship in accordance with authentic Americanism. It would bring out two

glowing facts about our heritage: the spirit of reason by which our founding fathers had recourse to logic rather than to invective; the spirit of patriotic devotion by which awareness of Divine Providence imbued their thoughts and acts.

"It should be indicated that the essence of Americanism—if we have the wit to perceive it—is the religious conception of the dignity and worth of the individual soul; that the citizen is important because he is a child of God. In the Great Commandment, 'to love thy neighbor as thyself,' lies the heart

of the moral law, the social responsibility of the good citizen."

Religion also raised its gracious head in the fine talk by Hymen Alpern, principal of Evander Childs High School, New York City, on teaching gifted children. Mr. Alpern declared:

"As far as ideals are concerned, the gifted pupil, because of his superior awareness, may often be confused, since our society, though giving lip service to mature values, more often seems to be guided by very different ones.

"Thus the gifted child, particularly needs a 'faith to live by' if the inconsistencies he sees all around him are not to lead him to cynicism, opportunism, or even an enthusiasm for an alien ideology which seems to offer a cause to which the child can devote himself.

"Gifted students, since they will, if they develop their gifts fully, eventually surpass most of their teachers and advisers, must learn to judge the quality of their own achievements, to make decisions, to carry out plans, to cast off dependence on others. To accomplish these worthy objectives, they need self-discipline and self-guidance as well as a limited amount of skillful guidance by their teachers."

Mr. Alpern warned against too early specialization among gifted pupils. Their prevocational education should be as broad as possible so that they "can work with the greatest personal satisfaction and make the greatest use of their talents and the maximum contribution to society.

#### MAKING GOOD CITIZENS

In discussions on citizenship education the story of a "Fun Without Destruction" program of the public schools of Columbus, Ohio, was tellingly related by Theodore H. Mayer, assistant director of the department of child study and student counseling, at Columbus.

What started out as an anti-vandalism program among high school students spread over all the city schools. Halloween pranks lasted a whole week in Columbus until 1950 when the first "Fun Without Destruction" campaign took place; that year the police reported a 50 per cent reduction in irresponsible property damage and hoodlumism over the previous year. In the 1951 season reports of vandalism dropped another 30 per cent. In fact, the last week in last October complaints were just slightly above the normal year-round average.

(Continued on Page 112)



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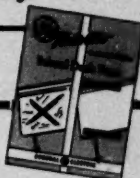
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### ATTACKS ON THE SCHOOLS

No school convention is now complete without much mention of the attacks that are being made on the public schools.

N.E.A.'s Belmont Farley contended that educators must spend some of their time in the next decade in meeting the attacks on education by spiking them on the spot, preferably by polling the citizenry before the attack begins. Schoolmen will succeed better, however, if the home, church and community will only reassume the responsibilities each has for the education of our children, Dr. Farley commented.

Dr. Harold C. Hand of the University of Illinois presented a convincing idea on how to prevent attacks on the schools.

### TEACHING IS THE TARGET

"None of the unjustified attacks on education is focused on a new school building. Instead, they are centered on new teaching methods or new programs of instruction. The new school building is psychologically the public's; it was allowed to decide what the new building was to be like and why, what was to go into it and why, how its grounds were to be landscaped and why, and all the rest."

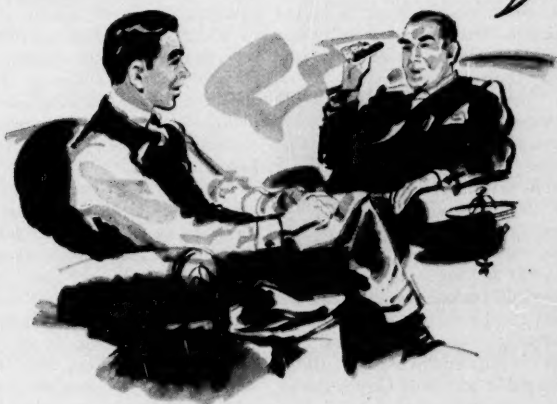
Dr. Hand suggested that school administrators apply the Lesson of the New School Building to the instructional program. Procedures and practical materials for this very purpose have been developed in Illinois under the auspices of the Illinois Secondary School Curriculum Program.

Once there is widespread participation of parents and patrons in deciding what the purposes of the school are, in evaluating its present performance, and in planning what is to be done to make it as beneficial as possible to the pupils and the community, irresponsible and malicious critics will immediately appear ridiculous in the eyes of the community, Dr. Hand believes.

Officers named include the following: president, Harold B. Brooks, principal of Benjamin Franklin Junior High School, Long Beach, Calif.; first vice president, Joseph C. McLain, principal of the senior high school at Mamaroneck, N.Y.; second vice president, James E. Blue, principal of West Senior High School, Rockford, Ill.; executive committee, George L. Cleland, principal of Ingalls Junior-Senior High School, Atchison, Kan., and Clarence H. Spain, principal, Binford Junior High School, Richmond, Va.

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'A rose by any  
name would  
smell as  
sweet'?"

"Shakespeare.  
But he'd never  
have said it  
if he'd been  
an architect"



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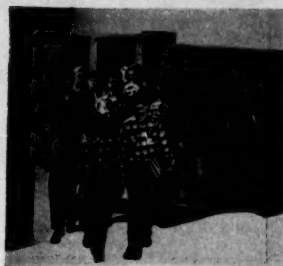
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## Growing Up in an Anxious Age Concerns A.S.C.D. Convention

BOSTON.—Nobody attending the A.S.C.D. convention here February 10 to 14 took issue with the convention theme, "Growing Up in an Anxious Age," which was also the title of the association's yearbook. There were discussions and resolutions and speeches aplenty, but everyone conceded that this is an age of anxiety and that not many of us are grown up.

All attendance records for meetings of the Association for Supervision and Curriculum Development were broken when 2100 educators showed up for the five-day conference.

A foretaste of the immediate future was provided Maurice Ahrens, named president-elect. Mrs. Gladys Potter, deputy superintendent of schools at Long Beach, Calif., association president, was ill and could not come so Mr. Ahrens presided at this year's sessions. Mr. Ahrens is director of curricular services of the public schools of Corpus Christi, Tex.



Maurice Ahrens

A number of other organizations met in conjunction with the A.S.C.D., including the John Dewey Society, the N.E.A.'s audio-visual department, and the Conference for Curriculum Professors sponsored by Teachers College, Columbia University.

Among the A.S.C.D. headliners were President Harold Taylor of Sarah Lawrence College at Bronxville, N.Y.; Erwin D. Canham, the editor of the *Christian Science Monitor*; John K. Brooks, director of New Lincoln School, New York City; Dr. Dana L. Farnsworth, medical director of M.I.T., and Dr. Virgil M. Rogers, superintendent of schools, Battle Creek, Mich.

Dr. Taylor, speaking on a search for a personal philosophy, regretted both the trend toward acceptance of military thinking as a guide to social action and the increasing concern of American society with material and commercial values.

Then, veering into a favorite topic, the Sarah Lawrence president declared: "People have begun to attack education as the carrier of abstract diseases, such

as communism, socialism, subversion, un-Americanism, and the reason for a decline in American values.

Rising to ironic heights, he continued: "From many quarters have come violent proposals to comb the textbooks, ban the speakers, investigate the teachers, standardize the curriculum, and tidy up the students, all in an effort to produce a patriotic American type of boy and girl, no one of whom could be distinguished from another, and each of whom would salute the flag, read the comics, watch the television, play football, follow the *Chicago Tribune*, and never bother his little head about politics or any other matter which it is the proper business of the American Legion to decide.

"Contemporary youth suffers from repressed idealism, having had no opportunity to exercise political and social power in the present social system."

Editor Canham of the *Monitor* thinks we have a very real chance to prevent war. "Awakening is what we need," said he, in summing up a powerful paper. "Let us seek, each for himself, to come alive and then to share with our brother man the dynamic power of conscious service.

"This kind of awakening could sweep away all the cobwebs of communism with the clean, fresh air of our historic experience, our heritage, and our future potential.

"If enough of us see and act on these principles, there need be no war, and we can find our way through the uncertainties and earthquakes of our time with the compass of ancient truth at hand. This is the practical program that can supplement the steps we have taken in these latter years to contain and to defeat communism. Armaments are not enough; material well being is not enough. An understanding of the significance of individual man, living in a free community, accepting his responsibilities under God, can save the world. This is a precise and tangible program for each one of us."

The A.S.C.D. will meet next year in Cleveland, and in 1954 in the West. It is planning a curriculum research conference for next fall to be held in the Middle West either at Northwestern University or at some state park.

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## A.A.C.T.E. Denounces Proposal Made by Ford Foundation for Arkansas

CHICAGO.—An "imposition" upon teacher education and upon the people of Arkansas is the unqualified word used by the American Association of Colleges for Teacher Education in denouncing the so-called Ford Foundation teacher education proposal.

At their fourth annual meeting here, February 21 to 23, administrators and professors representing 253 colleges and universities adopted a vigorous resolution denouncing the Arkansas project as "the universal imposition of a highly unpromising pattern upon all participating institutions." Assuming that the proposal would constitute a four-year program of general education to be followed by a year of professional internship, A.A.C.T.E. condemned the idea as an "adaptation of an 18th Century model for teacher preparation, a scheme comparable to that used 500 years ago."

After claiming that the association maintains an open mind toward general experimentation, the resolution alleged that the Arkansas proposal lacks the adequate controls and other capital methods of good experimentation. The national organization saw great danger in the fact that a tax-exempt foundation is offering "highly attractive financial support if a particular pattern of education is accepted—not tried out, but put into operation. This approach is not only unsound but dangerous."

### OTHER SIDE OF STORY

Following widespread newspaper publicity given this resolution, the *New York Times* obtained the other side of the story from Dr. Henry Kronenberg, dean of the college of education at the University of Arkansas. Dr. Kronenberg accused A.A.C.T.E. of jumping to conclusions. "It has placed itself in a position of criticizing a plan that does not exist," he said.

"At present a committee drawn from the colleges, the state teachers association and the state department as well as from the P.T.A. and other interested groups is working on a detailed plan to be presented to the Fund for consideration. Then Dr. Kronenberg added, 'It has been clear at all times that the plan to be devised and presented is to



Retiring president, Waldo E. Lessenger; new president, R. E. McConnell.

be worked out in Arkansas by Arkansas educators, and not by the Fund for the Advancement of Education."

The inadequacy of present methods of accrediting teacher education was cited at the A.A.C.T.E. convention in support of the proposed organization of the National Council for Accreditation of Teacher Education. The five groups that would participate in the formation and operation of the council are the American Association of Colleges for Teacher Education, the National Education Association, the National School Boards Association, the National Council of Chief State School Officers, and the National Association of State Directors of Teacher Education and Certification.

Teacher education has fallen far behind other professions in devising a satisfactory system of accreditation, declared T. M. Stinnett, executive secretary of the National Commission on Teacher Education and Professional Standards.

Other subjects discussed during the conference included health education projects, eye health programs for prospective teachers, field service programs, research needed in teacher education, preparation of college teachers, international aspects of teacher education, graduate programs, the intervisitation program, and ways of providing adequate student teaching facilities.

Among other resolutions adopted by the association were those expressing

alarm over attacks on public education by anti-educational organizations. Members of A.A.C.T.E. were urged to emphasize in all their public contacts the inaccuracy and unjustifiability of many of the criticisms of anti-education organizations.

Robert E. McConnell, president of Central Washington College of Education, Ellensburg, was elected president for the coming year. Marion R. Trabue, dean of the school of education of Pennsylvania State College, was named to the new office of president-elect. The office of vice president was abolished by action of the convention body.

Rees H. Hughes, president of Kansas State Teachers College, Pittsburg, was named a member of the executive committee. Other executive committee members retaining office are Harvey M. Rice, president of State College for Teachers, Buffalo, N.Y.; Herbert D. Welte, president of Teachers College of Connecticut, New Britain; Laurence D. Haskew, dean of the college of education, University of Texas, Austin; Waurine Walker, National Commission on Teacher Education and Professional Standards, Austin, Tex., and Edgar Fuller, executive secretary, National Council of Chief State School Officers, Washington, D.C.

Waldo E. Lessenger, dean of the college of education, Wayne University, Detroit, is the outgoing president of the association.

### Seek More Effective Use of Education's TV Channels

WASHINGTON, D.C.—The Fund for Adult Education is sponsoring an institute on educational television programming, April 21 to 26, for approximately 60 college presidents and state and local school superintendents engaged in or planning television operations. This announcement has been made by Dr. Arthur S. Adams, president of the American Council on Education.

The institute will be held on the campus of Pennsylvania State College.

Dr. Carroll V. Newsom, associate commissioner for higher education in the New York State Education Department, will direct the institute, and Milton S. Eisenhower, president of Pennsylvania State College, is chairman of the institute's committee, a policy group which will guide the project. The only school superintendent on the policy committee is Mark C. Schinnerer of Cleveland's public schools.



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## wire from **Washington**

### **Shush! Steel shortage over**

► The steel shortage seems to be over, though the defense planners hate to admit it. They have been crying "Shortage!" so long it is embarrassing for them to change their tune. Further, the end of the shortage would mean an end to controls, and the beginning of the end of their jobs. Nevertheless, Defense Production Administrator Manly Fleischmann told a House public works subcommittee early in March that good supplies of steel will be available for schools in the latter half of this year. He also predicted there would be a progressive improvement in steel supplies in 1953 and 1954 as new production facilities come into operation.

But all this will not mean giving up the Controlled Materials Plan. This system will be kept standing by—just in case.

### **Blow to "tombstone selling"**

► Now and then some Congressmen get hold of a phrase and use it as a bludgeon to beat down a plan or idea with which they disagree. "Fancy dancing" was used during the war to ridicule efforts to provide recreational activities for war workers; "rocking chair money" is being used now to ridicule unemployment compensation for veterans. Latest of the bludgeoning phrases is "tombstone selling."

It happened that in Vermont vocational educators set up a course in tombstone selling, an important industry for that state and hence requiring trained distributive workers. But Congressmen, who find it hard to grasp what distributive education is, find it easy to make fun of tombstone selling. The result is that, nationwide, distributive education is in trouble. Congress will either cut out or reduce sharply funds for the activities that help train 500,000 persons for the retailing, wholesale and service industries.

Federal vocational officials have put up a strong defense for distributive education—with little success. Early this

year, Assistant Commissioner for Vocational Education Gregory told the House appropriations committee:

"I honestly believe that people— young and old—who are salesmen in stores, and people concerned with the management of distribution, need training for their occupation in the same way that a farmer needs training for his."

To this Subcommittee Chairman Fogarty of Rhode Island replied that he sees value in training for farming but no value in classes for cosmetics selling, Christmas clerking, waiting on tables, or tombstone selling.

Dr. Gregory made another attempt: "There are, Mr. Fogarty, an estimated half-million boys and girls who leave the schools annually and go into the field of distribution. We cannot neglect their needs. It is a question of trying to be fair with all occupational groups."

Replied Mr. Fogarty: "You are up here to justify the budget that you presented to us, but you are in a pretty rough position trying to justify distributive education today."

### **More at stake than athletics**

► Sneers and indifference were among the first reactions greeting the American Council on Education after it issued its standards for sane college athletics on February 16.

Yet, the council was not disturbed. It waited calmly for reactions from the men to whom the standards were addressed in the first place. Here the story was different. The college executives who took the trouble to read the text of the standards responded—and are still responding—very favorably, says the American Council on Education.

The report of the special committee on athletic policy boils down to this:

1. Control of athletics should be completely and absolutely in the hands of those who operate the educational program. This means that athletic and alumni boards should be kept in their places as advisory to the college faculty and president.

2. In order to take part in intercollegiate sports a student should be enrolled in a standard course leading to a recognized degree.

3. Freshmen should not be permitted to play on varsity teams.

4. Scholarships should be given primarily on the basis of academic ability. Prowess on the football or basketball field should never be the sole or even the main reason for a scholarship.

5. Football games and practice should be limited to the period between September 1 and the first Saturday in December; basketball, to a period between November 1 and March 15; baseball, to a period between February 1 and the end of the spring term. This means no bowl games, no postseason tournaments.

6. High school all-star games, designed to show off the abilities of players, are prohibited. Also prohibited are payments or traveling expenses to prospective students merely because they are good players.

Carrying out these recommendations is a job for many, the council said. There is a part for the college officials. There is a part for the regional accrediting agencies. There is a part for the National Collegiate Athletic Association and other athletic conferences. "But basically it is a job for strong and imaginative leadership, regardless whence it comes," said the council. "Much more is at stake than the healthy survival of a sane program of intercollegiate athletics. What is at stake is . . . the respect of students and of the public for our colleges and universities and for the moral and intellectual verities they champion."

### **Red bombardment**

► The Post Office Department has officially informed school authorities that it cannot prevent the Soviet embassy from mailing Red propaganda to schools, especially since the material is postage-paid.

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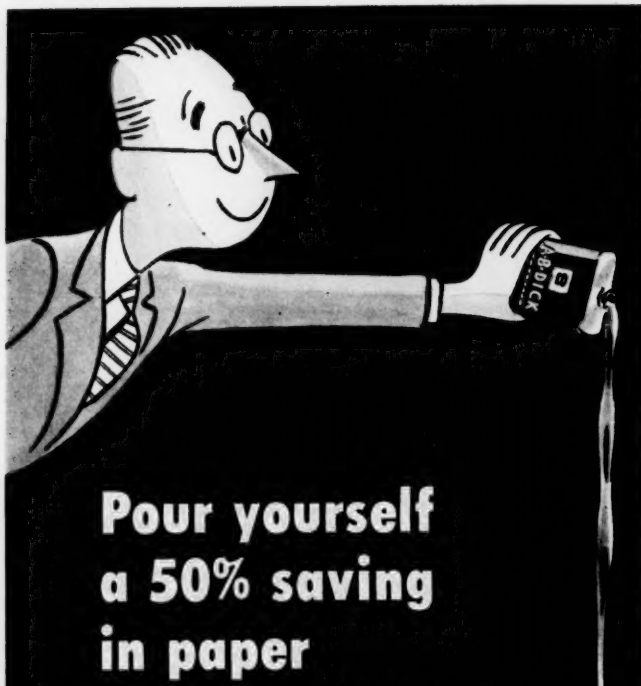
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the Post Office Department, "to exclude such matter from the mails."

This opinion came after school executives in many parts of the country had complained to Washington that they were receiving unsolicited copies of the *U.S.S.R. Information Bulletin* and other Red leaflets.

The Post Office explained: "Foreign propaganda literature may be treated as nonmailable if sent by an individual or organization which is subject to, but not registered in accordance with the provisions of, the Foreign Agents Registration Act. However, the provisions of this act are not applicable to a duly accredited diplomatic officer of a foreign government. The magazines in question are published by the embassy of the Union of Soviet Socialist Republics."

### Quiet 85th birthday

► The U.S. Office of Education had a birthday anniversary on March 2. It was a quiet affair, befitting an institution that lives on public money. No parties, no gala speeches. Only a quiet recounting of events from the day a "department of education" was approved in 1867, to 1933. The historian who reviewed the past, Dr. Bess Goodykoontz, went no further, saying that the happenings of the last 20 years are still current events, not history.

The history of the Office of Education goes back to 1838 when Henry Barnard came to Washington in search of statistics on education in the pigeon-holes of government departments. He found little. He began a generation-long fight for a federal education fact-finding agency. He was rewarded for his battle with the first commissioner-ship of education. Since Barnard, the Office of Education has had 10 heads: Eaton, Dawson, Harris, Brown, Claxton, Tigert, Cooper, Zook, Studebaker, and now Earl J. McGrath.

The 1868 budget of the Office of Education was \$20,000. Today's budget is more than \$2,000,000. For the first 30 years the commissioner of education had authority to publish only an annual report, really not so much a report of what he did as of the status of education as he saw it. But in 1896 came the first authority to publish one bulletin of miscellaneous educational information. The channels for information were opened. Today, the Office of Education publishes about 30 bulletins a year, plus two periodicals, *School Life* and *Higher Education*. Throughout the years the Office has added specialists and increased its activities.

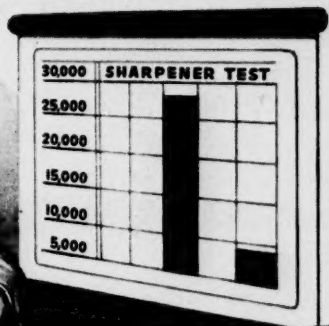




Independent laboratory tests prove—

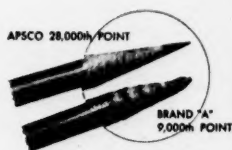
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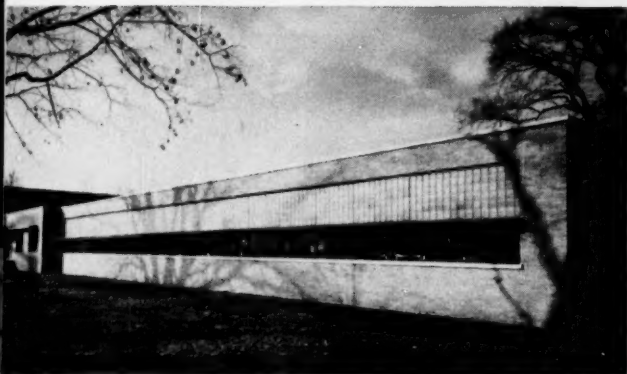
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\*United States Testing Co., Test Nos. 89388 and E-756  
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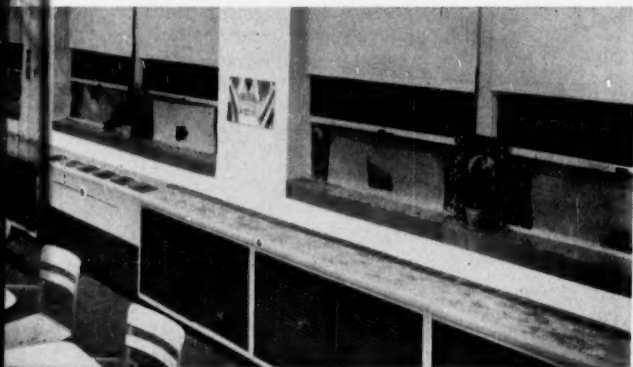


# Miss Jones could give you a



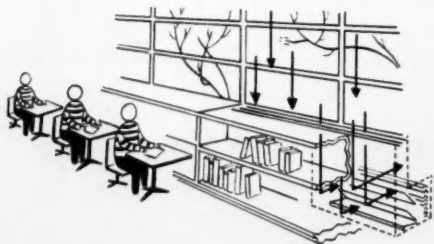
**Blackstone School;** Mendota, Illinois, has healthier—more alert students because of DRAFT|STOP heating and ventilation. Superintendent of Schools, M. E. Steele; Architect, Scribbins & Winsauer; Consulting Engineer, Beling Engineering Consultants.

**Woodmont School Addition;** Nashville, Tennessee, ventilated, heated and cooled by DRAFT|STOP equipment. The modern answer to the heating and ventilating problems of the schoolroom. Superintendent of Schools, J. E. Moss; Architect, Tisdale & Tisdale.



## HOW DRAFT|STOP STOPS DRAFTS

In the exclusive DRAFT|STOP system, window downdraft is completely controlled at all times. Provision for constantly trapping cold air downdraft at the windows is offered only in the Herman Nelson DRAFT|STOP system.



● Miss Jones is a sixth grade teacher—and a good one. She knows how important good health is to her pupils. She knows, too, that proper classroom heating and ventilating is a key to pupil health.

Miss Jones could tell you that her classroom is neither stuffy nor drafty because it is equipped with DRAFT|STOP—the heating-ventilating system that provides the perfect indoor climate for work and study.

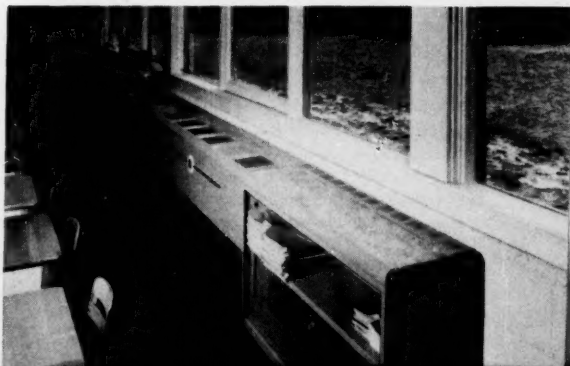
Automatic DRAFT|STOP provides an entirely different and superior solution to the heating-ventilating needs of the modern schoolroom. Drafts are overcome by intercepting the cold air from window areas, *before* it spills into the room. The captured cold air is either drawn into the unit and heated, or expelled from the building.

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**Hillsboro Elementary School;** Hillsboro, New Hampshire, has the right climate for study and health the year 'round, thanks to DRAFT|STOP equipment. Superintendent of Schools, J. Harold Moody; Architect & Consulting Engineer, Perley F. Gilbert Associates.



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SYSTEM OF CLASSROOM  
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# NEWS IN REVIEW

**U.M.T. Bill Pigeonholed . . . Feinberg Law Upheld . . . N.J. Bible Reading Law Stands . . . 6000 Buses Authorized . . . Grievance Committee for N.Y.C. Teachers**

## **U.S. Supreme Court Upholds New York's Feinberg Law**

WASHINGTON, D.C.—The Supreme Court here March 3 upheld by a 6 to 3 vote the Feinberg law, New York's anti-Communist teacher law, designed to bar subversive persons from working in the state's school system.

Justice Minton, who wrote the court's decision, stated:

"It is clear that such persons [teachers or those seeking such employment] have the right under our law to assemble, speak, think and believe as they will. . . . It is equally clear that they have no right to work for the state in the school system on their own terms.

"They may work for the school system upon the reasonable terms laid down by the proper authorities of New York. If they do not choose to work on such terms, they are at liberty to retain their beliefs and associations and go elsewhere."

The Feinberg law was enacted in 1949 to help enforce a 10 year old state civil service law which says persons who advocate violent overthrow of the government may not be appointed to, or stay on, state jobs.

The Feinberg law requires the New York State Board of Regents to list subversive organizations, and it makes membership in such organizations clear evidence of disqualification for any job in the school system.

Justice Douglas, who dissented from the opinion of the court, said he has not been able to "accept the recent doctrine that a citizen who enters the public service can be forced to sacrifice his civil rights." He said the Feinberg law turns the school system into a "spying project" and "what happens under this law is typical of what happens in a police state."

Justice Black, also dissenting, stated that the law was another of "those rapidly multiplying legislative enactments which make it dangerous—this time for school teachers—to say anything except

what a transient majority happens to approve at the moment."

Justice Frankfurter, the third member who dissented, said the court should have dismissed the case because it did not present "an actual, present, defined controversy."

## **House Sends U.M.T. Bill Back to Committee—for 1952**

WASHINGTON, D.C.—Universal military training for America's young men has been put off into an uncertain future.

On March 4 the House of Representatives voted, 236 to 162, to send the Pentagon U.M.T. bill back to the House armed services committee. Administration leaders said immediately after there is no use bringing it back to the floor in 1952.

Of special interest to school administrators is the readiness with which the House, at one time in its debates, accepted the so-called Brownson plan. This would have called upon public school authorities to institute R.O.T.C. programs in high schools. Drill on the high school grounds was to be followed by two six-week periods of summer camp training. Mr. Brownson, a Republican from Indiana, pleaded with the House that high school R.O.T.C. is workable, economical and would do the job of U.M.T. Most Administration leaders argued against it.

"Would you turn over the defense of the country to boys 14 and 18 years of age?" asked Rep. Vinson, a Democrat from Georgia, and steward of the Administration bill. The House said yes, but it was in a test vote on amendments. Under the parliamentary rules of the House, this test vote on the Brownson plan was not binding.

The crucial question on March 4 was whether to send the Pentagon bill back to committee for further study. On this the Republicans united with anti-Administration Democrats, decisively pigeonholing the measure—probably until after the 1952 elections.

## **Barr Succeeds Mort as President of A.E.R.A.**



Arvil S. Barr

ST. LOUIS.—Arvil S. Barr, professor of education at the University of Wisconsin, is the new president of the American Education Research Association, succeeding Paul R. Mort of Teachers College, Columbia University.

In balloting by mail, Dr. Barr was elected for the term from February 1952 to February 1953 and Guy T. Buswell, professor of educational psychology at the University of California, Berkeley, was elected vice president for the same term. Dr. Buswell automatically becomes president in February 1953. Frank W. Hubbard, director of the N.E.A. research division, was re-elected secretary-treasurer for a three year term beginning February 1952.

The new president of the A.E.R.A. has been a member of the faculty at the University of Wisconsin since 1924. Previously he had been assistant director in charge of the supervision of instruction for the Detroit public schools and earlier a history teacher at Indiana University and Yankton College, Yankton, S.D., preceded by experience as an athletic coach and as a teacher in rural schools. Much of his research work has dealt with the improvement of teaching and supervision.

Dr. Guy T. Buswell, president-elect, has been a member of the faculty at the University of Chicago since 1920, prior to his recent move to California. Previously, he taught at Hamline University and at York College. Reading and arithmetic are his specializations.

## **Women's Group Examines Textbooks, Reference Material**

SAPULPA, OKLA.—A women's civic group here, appointed by the board of education to examine all textbooks used

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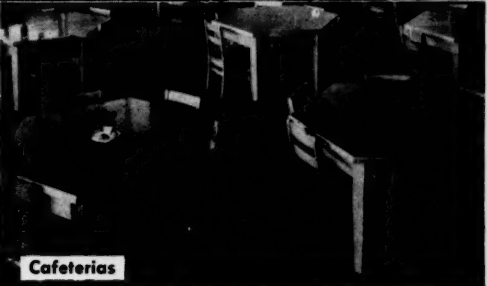
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## NEWS...

in the schools and reference material in school libraries for the way they dealt with socialism and sex, found only a small number of library books "objectionable"—and those had been gifts and were "old," announced Charles Hartman, vice president of the board.

Textbooks, however, received a clean slate and the women found "nothing un-American or communistic or fascist" in them.

Mr. Hartman declared that the women's group was so thorough in its investigation that it even studied the backgrounds of some authors.

### **Eight Textbooks Dropped From Board's Approved List**

NEW YORK.—Eight books were dropped from the board of education's approved textbook list here recently on the ground that they contained derogatory statements about minority racial and religious groups.

Paul Gallico's "Farewell to Sport," published in 1938, also was dropped from the board's list of books approved for use in school libraries because the volume allegedly referred to Jewish athletes in an anti-Semitic fashion.

Two other books which were passed on to the board's instructional affairs committee "for further study" were "Rommel, the Desert Fox" by Desmond Young, and "Witch Hunt: the Revival of Heresy" by Carey McWilliams.

It was indicated that if revised editions of the eight banned textbooks omitted the offending statements, they might be restored to the approved list.

Charles J. Bensley, a board member, indicated that there might be other volumes that contained offensive statements. He noted, however, that the board had to approve the lists if the schools were to have books for classroom use. Mr. Bensley said approximately 25,000 titles were involved at a cost of \$3,000,000 and that the board needed more time for study.

### **Piedmont College Board Defends Armstrong Gifts**

ATLANTA, GA.—Trustees of Piedmont College voted recently to continue to accept grants from the Texas Education Association, financed by George Armstrong, cattle and oil magnate from Texas, who is avowedly anti-Jewish and anti-Negro.

Acceptance of the gift has been criticized by a number of the students and faculty members. One trustee resigned her post over "a vital issue of principle." The trustee was Josephine Wilkins, former president of the Georgia League of Women Voters.

A. T. Cline, chairman of the board, said the school was in dire financial straits, and the board could see no reason to refuse the grant, since no strings were attached to it.

The Texas Education Association, supported by Mr. Armstrong, has given \$500 monthly to Piedmont since last spring.

Mr. Armstrong, in a series of pamphlets, has urged that voting be limited to "white Americans." He has written that certain nationally known Jewish financiers should be "prosecuted and tried as traitors and, if found guilty, should be executed," but he did not state the grounds for a trial.

He also has advocated withdrawal of the United States from the United Nations and has said: "All Communists and aliens since the first World War should be banished and their property confiscated."

### **Future Counselors Get Preworking Experience**

URBANA-CHAMPAIGN, ILL.—Students at the University of Illinois College of Education who are preparing to become high school counselors are learning by doing and are actually engaged in guidance work.

The recommended "clients" include high school students, delinquent minors, prospective teachers, and members of minority groups, covering a wide range in age.

Limited to 10 members per semester, the class is composed of advanced education students carefully screened on the basis of personality, background and interests. A strong sense of responsibility to the client is a prerequisite.

Instead of keeping a notebook of observations, the prospective counselors make tape-recordings of each actual counseling interview. These are played back in private or with the instructor, professional secrecy being maintained. From hearing his own words and tones, the student can improve his counseling skill and thus be of more help to his "client." Sometimes from the recording he can pick up information which had been overlooked entirely in the original interview.

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that **FOLDS** - Is Adapted for Multiple Uses

It is destined to make its mark as one of the most useful adjuncts to portable seating ever devised.

This **FOLDING TABLET ARM CHAIR** is just the thing for—

- LECTURES
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The arm is an integral part of the chair—**NOT AN ATTACHMENT**. It may be adjusted to several positions—

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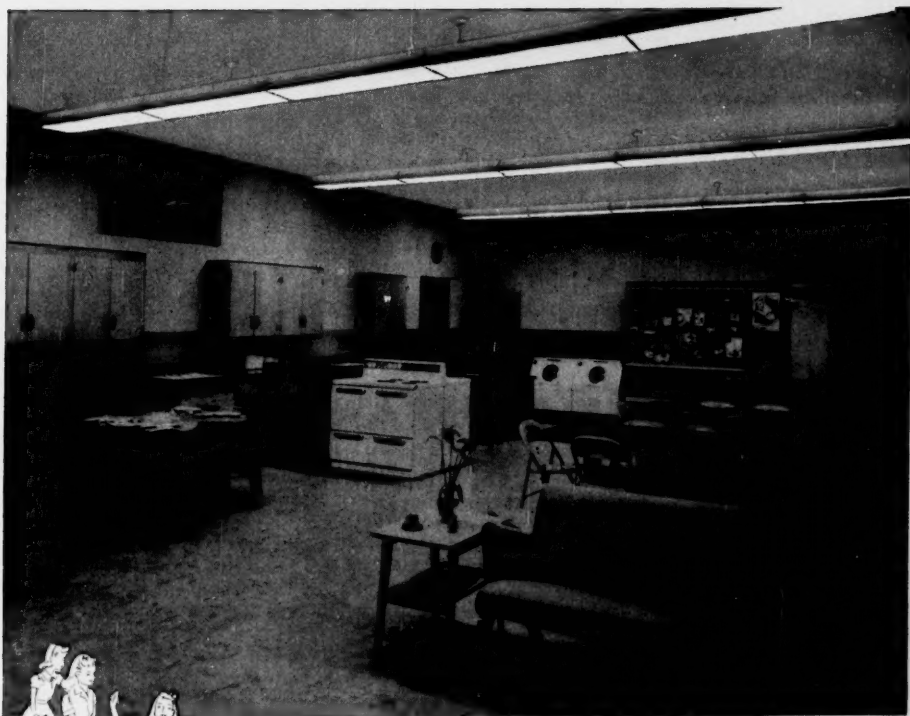
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Steel Frame with  
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Planned lighting is needed in homemaking rooms, as in all classrooms of the modern school. Teachers and students alike increase their efficiency and save their eyesight. To aid in selecting the proper fluorescent and incandescent units for every schoolroom use, Pittsburgh Reflector Company offers you the valuable booklet "Planned Lighting for Modern Schools."

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## NEWS...

### Educators Urge Oil Leases for Federal Aid to Schools

WASHINGTON, D.C.—Spokesmen for education joined several other groups in giving strong support to "oil-for-education" at a Senate hearing here recently when the interior and insular affairs committee received testimony.

The committee previously rejected the proposal, but sponsors of the program hoped that the Senate would overrule the committee.

The plan, sponsored by Sen. Lister

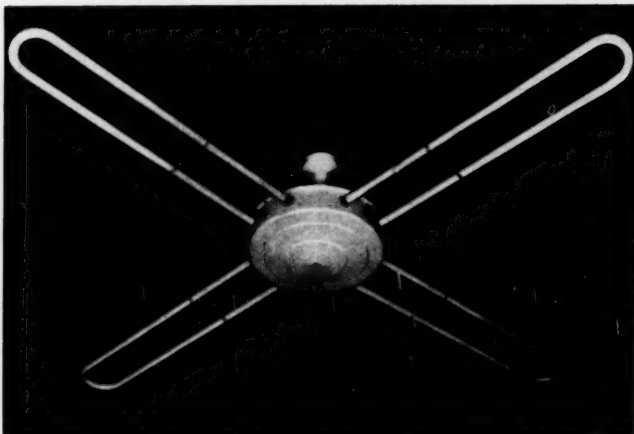
Hill (D-Ala.) and 10 other senators, is an amendment to a bill that would give federal sanction to existing oil leases of submerged offshore lands and provide for the division of royalties and bonuses between the federal and state governments. The federal government's share of such revenues would be earmarked for distribution among all the states to aid primary, secondary and higher education.

Although Sen. Russell B. Long (D-La.) voted for federal aid to education when the Senate passed the now pend-

ing general aid to education bill, he is opposed to the Hill amendment. Reflecting the general view of legislators from states with rich oil resources off their coasts, he contended that the effect would be to "rob" the people of these states to educate "children somewhere else."

Benjamin Fine, education editor of the *New York Times*, who testified, observed that the Supreme Court has ruled that the federal government rather than the coastal states has title to the offshore lands, his point being that the government could not steal something it already owned.

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### HAIRPINLINE LIGHTING WAS DEVELOPED

Seven years ago the Illuminating Engineering Company began experimenting with various light sources in an endeavor to design a lighting fixture that would fill the needs of the modern school. The Cold Cathode HAIRPINLINE is the result. It embodies all of the factors which are required to give your schools the finest lighting at the least cost for operation and maintenance.

Your future lighting is assured by the selection of Cold Cathode HAIRPINLINE fixtures for all of your school classrooms. In the following you will find the reasons why HAIRPINLINE lighting is the most economical of all lighting equipment.

1. 15000 HOUR LAMP LIFE  
Means no intermediate replacements.
2. LAMPS GUARANTEED FOR 2 YEARS.  
Not a prorated guarantee.
3. FIXTURES EASILY CLEANED.  
Lamps can be wiped clean without removal.
4. LOW POWER CONSUMPTION.  
1110 watts per classroom.
5. INSTANT STARTING.  
Lamps start instantly and are not affected by turning on and off.
6. LAMPS ARE LOW BRIGHTNESS.

- Less than 2.5 c/sq.in. in operation.
7. NO EGG CRATE LOUVERS OR GLASS ENCLOSURES NEEDED.  
Low brightness lamps need no shielding.
8. SHADOWS PRACTICALLY ELIMINATED.  
The "X" shape allows no shadows.
9. REFLECTED GLARE MINIMIZED.  
The low brightness of the lamps eliminates reflected glare.
10. LESS EXPENSIVE THAN OTHER FLUORESCENT INSTALLATIONS.  
First cost actually less per footcandle than other types of fluorescent lighting.

The fixture illustrated is the UX-480 stem (Patented). Six units to a standard classroom provide initial values of 40 footcandles—25 footcandles maintained over many years.

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### Four University Workshops on Family Financial Security

NEW YORK.—To encourage better teaching of family financial security in the nation's high schools and colleges, a teacher training program has been planned by the universities of Pennsylvania, Wisconsin and Connecticut and by Southern Methodist University.

The four universities will conduct workshops during the summer months to be attended by high school teachers, administrators and faculty members of teacher training institutions, who will be recipients of scholarships awarded by the sponsoring universities. These scholarships have been made possible through grants to the universities by the Institute of Life Insurance.

One of the purposes of the program will be to develop materials which these and other teachers throughout the United States can use to teach fundamental principles of managing incomes and saving money.

### Special Class for Palsied Granted \$22,000 by U.C.P.

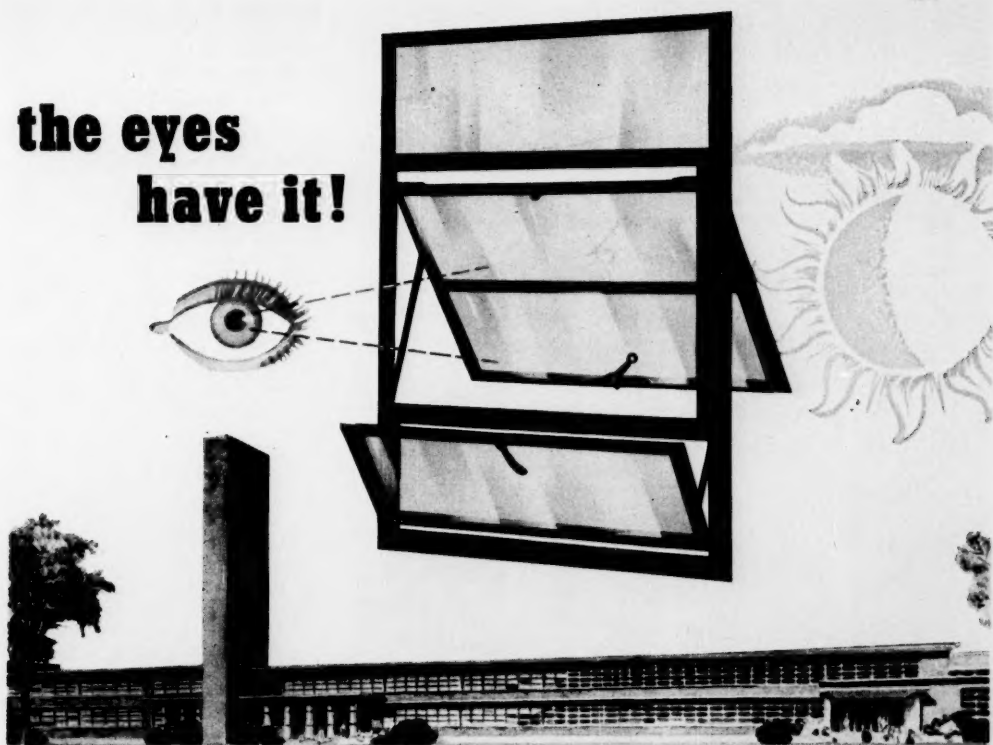
NEW YORK.—A grant of \$22,000 from the United Cerebral Palsy of New York City, Inc., has made possible a special class for cerebral palsied children at Public School 85, which is located in the Bronx.

It will be under the joint operation of the board of education and the department of health.

Dr. Leona Baumgartner, assistant commissioner of health, said that 80 per cent of the children who attended the special classes in other schools had shown marked improvement. Citing examples, she said that of one group of 59 children, 16 who were unable to walk when they entered the class could

The NATION'S SCHOOLS

**the eyes  
have it!**



BALINA HIGH SCHOOL, BALINA, KANSAS • JOSEPH W. RADOTINSKY, ARCHITECT • BAUMANN & BORDEN CONSTRUCTION CO., CONTRACTORS

## **...with CECO Metal Windows for Schools**

As you read this your eyes are doing more than seeing—they are bringing into action your entire body—nerves, muscles, circulation.

And you are burning up energy—piling up fatigue in direct proportion to the amount of light available for vision. Medical science has proved eyestrain has a marked effect on the well-being of all. So it's necessary then that seeing be done with ease and in comfort. That's why proper illumination is all-important and there's where metal windows come in, for they admit more daylight than any other window.

Add to that fact, most days in most of the country are overcast in winter. Here again metal windows meet the need because only metal windows provide enough daylight for good vision on overcast days.

So there's good reason for the swing to Ceco Metal Windows in modern school construction. Besides giving more light for better sight, they permit distant vision so vital for relaxing young minds.

There are other advantages in Ceco Metal Windows—such as controlled ventilation—won't rot or warp—cost less to install, clean and maintain. And because Ceco Windows are better engineered they fit better—last longer. That's why we say—"When you use Ceco Windows you know you use the very best—you're sure of savings, too."

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*Convenient  
Practical  
Sanitary*



Photo shows how entire interior of an R-W No. 833 Multiple-Action Master Control Door Wardrobe is instantly accessible, instantly exposed for airing, simply by opening master door.

## CHECK THESE IMPORTANT FEATURES!

- ☒ **Sanitary ventilation** of apparel—design of doors allows circulating air to reach the clothes—helps reduce musty odors and dampness.
- ☒ **Simplicity of operation**—doors open at a touch, even the smallest child can work them—efficiently eliminates crowding.
- ☒ **Ease of installation**—maximum space for apparel is combined with minimum space for installation. Each installation is adaptable to existing architectural conditions.
- ☒ **Easy cleaning**—no more inaccessible walls and corners—the R-W Wardrobes offer bright, easy-to-clean efficiency.
- ☒ **Rugged construction**—built to take the rugged punishment of school installations, Richards-Wilcox Wardrobes combine simplicity of design with sound construction for greater efficiency at lower cost.

Richards-Wilcox School Wardrobes are manufactured in accordance with three standard principles of operation:

Each type can be furnished complete with flush doors, coat racks, chalk boards, cork boards and other accessories.

1. Individual door operation, fully receding
2. Pair door operation
3. Multiple door operation



We invite you to inspect at your earliest convenience, the nearest installation of Richards-Wilcox School Wardrobes. For further details, telephone, write or wire our nearest office.



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A DIVISION OF THE RICHARDS-WILCOX COMPANY  
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## NEWS...

now walk; 20 had learned to dress themselves, and 10 could now feed themselves.

### Penn. State to Study Health Defects of Children

NEW YORK.—Pennsylvania State College will spend \$55,000 in a study designed to stimulate correction of health defects in school children. The project is financed primarily by a grant of \$35,000 from the Health Information Foundation in New York City.

The research, to be conducted in selected schools in 22 representative communities in Pennsylvania, will develop and test technics to influence school children and parents "to have treatment for pathological conditions discovered by school health examinations." The project is scheduled for completion in August 1953.

Milton S. Eisenhower, president of Pennsylvania State College, and Adm. W. H. P. Blandy, U.S.N. (ret.), assert that the need for follow up at the time of school health examinations is a problem of community action. It has complications in the fields of sociology, psychology, economics and education—to which the present study will be directed.

### New York Wants Law to Govern School Elections

ALBANY, N.Y.—A special committee here, headed by Lieut. Gov. Frank C. Moore, has proposed a revision of the law governing school elections to permit all who are eligible to vote in general elections also to vote in school elections in cities under 125,000 population.

A constitutional amendment last year made school boards in cities under 125,000 population financially independent of municipal authorities as to their operating budgets and borrowings. School boards in these cities are now elective for the most part and eligibility to vote in school elections has caused controversies.

According to the law as it now reads, a voter in a school election must have not only the qualifications to vote in a general election but must be the parent of a child who has attended a public school for at least eight weeks prior to the election or the owner of real property subject to school taxes or the lessee of residential property within the school district.

The NATION'S SCHOOLS



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*"'Tis a far cry from our little shuttered windows to the modern window-walls made practical by glare-proof Supertex double-roller shades."*

## WELCOME THE SUN INTO YOUR CLASSROOMS

**Y**ES, WITH SUPERTEX SHADES on the windows you can welcome the sun into your classrooms without fear of glare. Like magic, the special translucent Supertex fabric changes the sun's brilliant rays to soft, mellow light. The double-roller hanging—as shown in the modern schoolroom above—encourages correct control of light and air all through the day. In addition, Supertex classroom shades outwear ordinary shades three to one.

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a "CUSTOM-BUILT"

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## NEWS...

### Regents Approve Revision of School Lighting Standards

ALBANY, N.Y.—Changes in the lighting standards for public schools that are expected to result in substantial savings in the cost of school construction and maintenance have been approved by the board of regents here.

The principal changes will reduce the required height of classroom ceilings from 11 to 9 feet and provide that the chief source of light may be either natural or artificial. Natural light has been the main source of illumination up to now.

The board of regents said that this change would result in a distinct modification of school building plans and design. Building costs are expected to be reduced because of the saving of 2 feet of wall space around classrooms; additional savings are expected, as a result, on the installation and operation of heating equipment.

### Students Sell Ore Souvenirs to Finance Building Project

CRIPPLE CREEK, COLO.—By selling souvenir gold ore specimens taken from mines in this vicinity, 500 elementary and high school students in Cripple Creek and Victor are trying to raise \$300,000 for new school facilities.

The townspeople, and mainly the students themselves, objected to asking for federal aid. So far, the students have collected \$11,000.

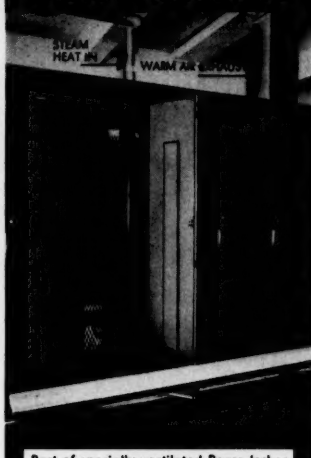
The scheme got under way when Lowell Thomas, a graduate of Victor High School, mentioned the plan in a nationwide broadcast over the Columbia Broadcasting System last March. To focus attention on the broadcast, the boys and girls addressed 32,500 postcards to persons throughout the nation asking them to listen to the commentator's appeal.

### President Requests \$24,000,000 for U. N. Children's Fund

WASHINGTON, D.C.—A \$12,000,000 contribution to the United Nations Children's Emergency Fund during the fiscal year ending June 30 was again urged by President Truman February 29.

The President, in his request to Congress, also proposed authorization of a \$12,000,000 fund for the following year. The Senate adopted the bill last year, but the President pointed out that it is still pending before the House foreign affairs committee.

## NEW IDEAS IN LOCKER ROOM VENTILATION



Part of specially-ventilated Penco locker installation in Lawrenceville School's new \$1,250,000 Field House. Heated fresh air circulates constantly through lockers. Karcher & Smith, Architects.

More and more locker rooms are now being equipped with mechanical ventilation to thoroughly air out lockers, keep clothes drier and fresher, promote better sanitation. Penco—in cooperation with leading architects—has developed economical variations of standard lockers to meet all ventilating needs, from simple forced air systems to complete, built-in air conditioning. Write for new catalog on the full line of Penco Steel Lockers.

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GOLD SEAL VINYL INLAIDS**

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## READER OPINION

(Continued From Page 10)

it and gives due consideration to the programs of the pupils involved. A new superintendent should try not to rock the boat but let programs proceed as if no change in the head office had occurred.

The root of evil lies in each superintendent's acting as if he thought the system never had a competent superin-

tendent before, never will again, that the schools are in a mess which must be corrected forthwith, and that there is only one way to correct them: *his way*.

When a superintendent follows another who was a failure, his job is easy. The public is looking for a change, and almost anything goes. However, it may be that the fault with the predecessor lies not in the program but in the head performer. Just because one follows a failure is no guarantee that the educational program needs interruption. Even

if interruption is in order, the new performer should avoid the limelight.

The chief objectives of a consecutive executive during his first year in a school system should be to earn the confidence of the board and the public and to learn his job. These objectives will not be achieved by starting revolutions and uprooting traditions, but by sawing wood.

Three criteria should govern a superintendent's decision as to how long to remain at a given post: his financial status, his personal success and happiness, and his service to education and to society. If he can enhance the consummation of any one of the three, without detriment to either one of the other two, he is justified in moving on to greener pastures. But that should not necessitate interruption of program. Let him cooperate with his successor just as he should have wanted to with his predecessor. Let him also administer his schools so that the board, the staff, the pupils, and the public know what the program is, because they all had a part in formulating it and expect to continue having a part in consummating it. Then the program can't be threatened by changes of personnel in the head office.

Tenure of school superintendents is brief; turnover is heavy. It has been so for many years and therefore should not be expected to be otherwise in the immediate future. This changing of superintendents of every fifth school system will continue to threaten the proper development of thousands of educational programs unless one preventive measure can be achieved: continuity of policy in school administration. — J. R. SHANNON, *associate professor of education, Sacramento State College*.

### Correction on Total Cost of Salt Lake City School

SALT LAKE CITY, UTAH.—"There was a terrible mistake made—my fault—in the article on the Rosslyn Heights Elementary School in Salt Lake City, published in the February issue," writes Lorenzo S. Young of Young and Ehlers, architects. "The total structural cost was \$336,286 rather than \$836,286. I should have checked the copy more thoroughly before sending it to you. When you check the square footage and cost per foot, you can see something is wrong. If a correction could be made in the next issue, we would appreciate it. Otherwise the feature was very fine, and we have received many compliments."

# 4 GOOD REASONS

## WHY IT PAYS TO SPECIFY

# LOXIT

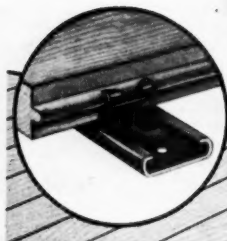
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**FOR BEAUTY** • No nails, wood sleepers or mastics. Loxit-laid floors can be laid tight, limiting buckling and warping. Given reasonable care they will remain beautiful for years.

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**FOR EASY INSTALLATION** • Only three parts needed—the Loxit channel, the Loxit clip and the Loxit anchor. No special tools required. Any competent carpenter can learn to use the Loxit System in an hour's time.



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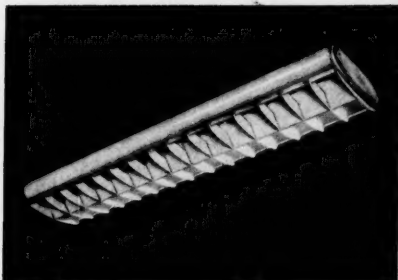
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# VALUABLE SCHOOL LIGHTING LESSON IN 2 SCENES

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In addition to lighting efficiency, Sylvania fluorescent fixtures mean big savings in installation as well as maintenance costs.

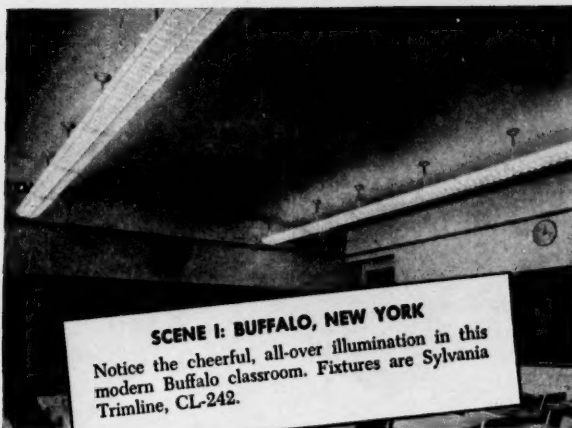
Coated with special "Miracoat" white enamel, Sylvania fixtures resist the effects of dust . . . stay bright longer . . . require less cleaning. And, long-life Sylvania fluorescent tubes assure lowest possible re-tubing costs.



**CL-242.** Specially engineered to meet the most exacting demands of classroom lighting. Equipped with plastic side panels and two 40-watt Sylvania long-life tubes.

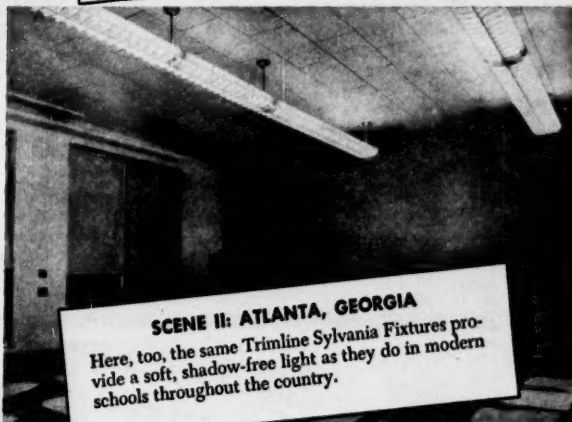
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## SCENE I: BUFFALO, NEW YORK

Notice the cheerful, all-over illumination in this modern Buffalo classroom. Fixtures are Sylvania Trimline, CL-242.



## SCENE II: ATLANTA, GEORGIA

Here, too, the same Trimline Sylvania Fixtures provide a soft, shadow-free light as they do in modern schools throughout the country.

## EASILY INSTALLED

These fixtures are readily installed on any ceiling . . . singly or in continuous rows. Designed to harmonize with the finest present-day school architecture.

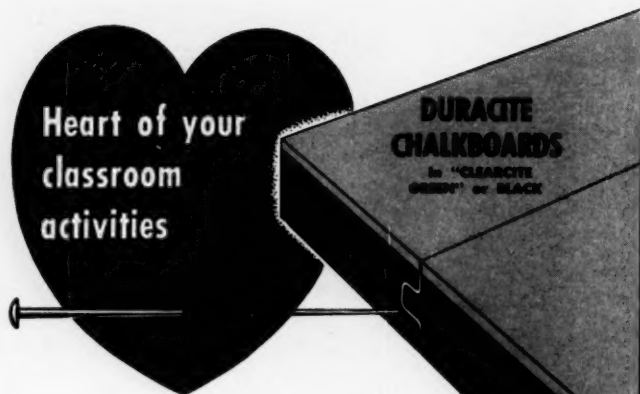
You'll find Sylvania fixtures in size and types for every requirement. Louvered or plastic shielded . . . standard or instant start. Fully equipped with Sylvania extra long-life fluorescent tubes.

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New York State Representative: Vern Volland, 19 Fairchild Drive, Eggertsville 21, N. Y.

## NEWS...

### Indianapolis Schools Begin Cadet Teaching Course

INDIANAPOLIS.—A course in cadet teaching has been organized in the high schools here to interest young people in the teaching profession and to give students who want to become teachers information about the profession.

Junior and senior students who meet the eligibility requirements and have enrolled in the course will receive credit for at least one semester's work.

A cadet teacher will gain experience and information about teaching at all grade levels. He will spend seven weeks in Grades K through 3, seven weeks in Grades 4 through 6, two weeks in junior high school, and two weeks in high school classrooms.

Physical features of the classroom will be studied and other learning activities of the cadet will include observation of classroom routine activities, going on an educational field trip, and attending a teachers' meeting.

### Students' Smoking Proposal Placed Before Parents

GREENWICH, CONN.—The Greenwich High School student council's proposal to permit the three upper classes to smoke in a restricted outdoor area on the school grounds has been placed before the parents by the school board.

The idea, which seems designed to rob smoking among high school students of its "forbidden fruit" quality, is directly opposite of the present practice of banning all school smoking.

The council suggested that students smoking outside the permitted times, and in lavatories or elsewhere (which has caused a maintenance and house-keeping problem in the past), should be punished.

### Education Slogan Becomes Popular for Cars

TALLAHASSEE, FLA.—The slogan "Better Schools Make Better Communities" has caught on fast since Howard Jay Friedman of the Florida State Department of Education originated the idea of putting the motto on a plate in the space allotted for a second license plate on a car.

Mr. Friedman, in 1950, offered the idea to the Florida Education Association, who had 100 samples made. Now more than 40,000 cars in several states are displaying the slogan.



# Monroe

## Folding PEDESTAL TABLES

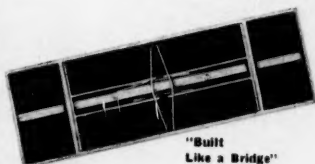
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Perfection



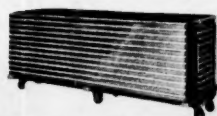
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Stack of 10 tables, 29" high  
on Monroe Folding Table Truck

### Monroe Folding Tables Have Many Exclusive Features

Monroe Folding Tables are designed to carry a ton and to last a lifetime—to offer multi-usefulness, with built-in strength to do your job.



Nickel plated steel  
corners over metal  
(not plastic)

### TOPS—

Standard top material for MONROE Folding Tables is Tempered Masonite. Monroe Tables are also available with tops of FORMICA, ORNACEL, NEO-TONE and Plywood.



Rounded non-splinter  
table edges



Positive  
Locking  
Device



Exclusive  
Pedestal  
Installation

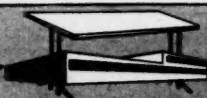
ADJUSTABLE MONROE FOLDING TABLES—for any height from 20" to 30". Also MONROE Folding Benches.



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CHURCH ST.



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may cost you more than  
a lifetime's supply of

**LEGGE  
Safety  
FLOOR  
POLISHES**



Here's a little arithmetic anyone can understand:

Buying inferior polishes may save you pennies today—but cost you many thousands of dollars tomorrow.

- Because of damage suits resulting from slip-fall accidents on your slippery floors . . . because the use of inferior material means you have to use a lot more of it . . . because of hidden labor costs.

Read what this Toronto firm reports:

"Frequent slip-fall accidents, with claims averaging \$1,000 each caused us to try your Leco-S3. In the 18 months we have been using it, not one slip-accident or claim has been reported.

"Leco-S3 costs us about \$600 a year. Formerly, we paid \$1,200 to \$1,300 yearly for wax. Maintenance time has been reduced by 45%, since an application of Leco-S3 lasts considerably longer than wax and requires less time to lay on the floor."

No accidents; 50% less for materials; 45% less labor.

For important information about your floors, mail the coupon today. **WALTER G.**



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Gentlemen:

- ☐ I'd like to know what Legge Safety Products can do for my floors. I have approximately \_\_\_\_\_ sq. ft. of \_\_\_\_\_ (composition).
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## NEWS...

### N. Y. C. Teachers to Vote on Grievance, Policy Procedures

NEW YORK. — Under a proposed new plan, teachers in the public schools here would be able to "seek official redress from grievances and also participate in making school policy." The new policy would emphasize "the rights of teachers to resolve complaints through direct negotiations and impartial arbitration, if necessary, and also to contribute to educational and administrative policy."

A referendum of the teachers on the proposal will be held probably early in April, said James Marshall, chairman of the board's committee to study staff relations, which proposed the plan.

Development of the procedures stems from a recommendation made by the Meyer Fact Finding Committee which the board appointed two years ago.

In the first part of the plan, which deals with complaints or grievances, the committee recommended that each school elect its own staff relations committee to assist a complainant when requested to do so. Provision also is made for a series of appeals involving the local assistant superintendent of schools, a staff relations officer representing the superintendent of schools, and arbitration by an impartial committee.

Promotion of staff participation in policy matters would be developed through the schools' staff relations committees and a city-wide policy consultation committee consisting of representatives of the teaching and supervisory staff, the superintendent of schools, the board of examiners, and the board of education.

### School Bible Reading Law to Stand in New Jersey

WASHINGTON, D.C.—The effect of the Supreme Court's dismissal of an attack on a New Jersey law that requires daily Bible reading in public schools is to let the law stand unchanged.

The Supreme Court's dismissal was on the ground that it lacks authority to decide the case in its particular circumstances, and it found that the attackers of the law had not shown sufficient injury to raise a substantial federal question.

Justice Jackson, who delivered the majority decision, said a single girl student was involved in the case.

## GOOD THINGS



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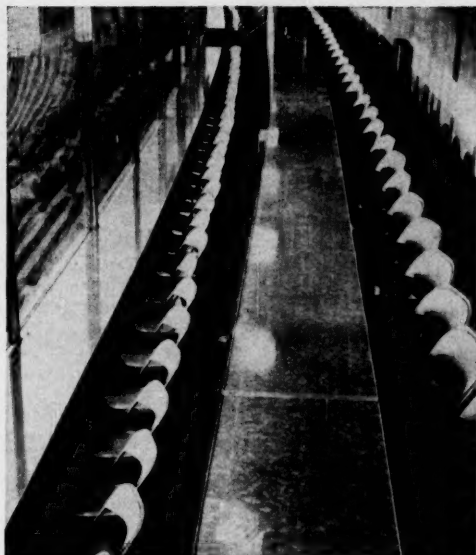


For full information and "How to Decorate Coordinated Classrooms," write Dept. M, Luminall Paints, Chicago 9, Illinois.

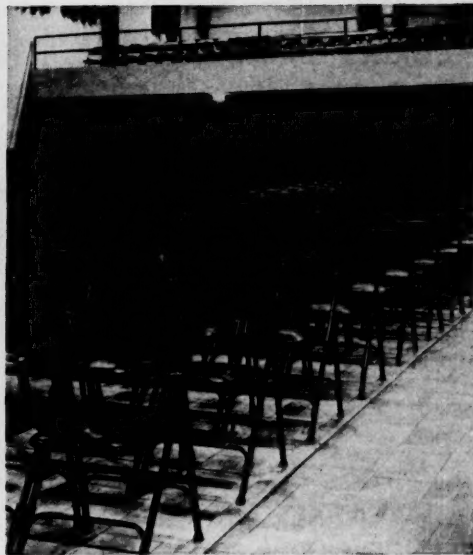
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The NATION'S SCHOOLS



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Scores of School Seating Problems Solved by These Fine Folding Chairs . . . Specially Posture-Designed for Comfort

**Y**OU CAN provide comfortable, low-cost seating for every school requirement with famous Samson Folding Chairs. They are America's Number One Public Seating Buy for classrooms, auditoriums, lunchrooms, gymnasiums and other places of assembly.

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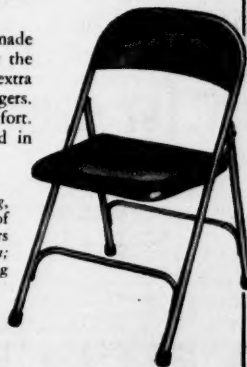
Denver University, Denver, Colorado; Avon High School, Galesburg, Illinois; St. Agatha's Catholic School, Milton, Massachusetts; Board of Education, Prince Georges County, Maryland; E. I. DuPont de Nemours & Co., Wilmington, Delaware; Hotel San Carlos, Pensacola, Florida; Corning Glass Works, Troy, New York; Columbia Broadcasting System, Studio 21, New York City.



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EVERY PUBLIC SEATING NEED

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Chair Right In Your  
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● Examine this great new chair at your convenience! See how it can help you provide comfortable, economical seating for your school. Write us on your letterhead, describing your seating problem. We will send you, express prepaid, for examination *right in your office*, the Samson series 2600 folding chair—America's Number One Public Seating Buy! No obligation! Special low prices on quantity purchases. Ask your Samson distributor for quotation, or write direct.

## KEWANEE DISHWASHER PAYS FOR ITSELF IN A FEW MONTHS AT TEXAS SCHOOL

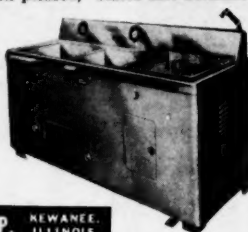


Nordheim, Texas, is proud of their new school building, only half of which is shown in the above picture. It is one of the most modern in their area. In August, 1948, they installed a Kewanee Dishwasher, and Mr. Marvin C. Schnelle (left) writes that it paid for itself in a few months. The Nordheim school serves about 250 students daily. The Kewanee installation replaced one dishwashing employee, reduced dish breakage and has never required service or parts. "We are well pleased," states Mr. Schnelle.

### THE KEWANEE PRE-WASH Meets Strictest Health Requirements

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## NEWS...

### Eastern Colleges Cooperate in Teacher Training Program

CAMBRIDGE, MASS.—Twenty-one eastern colleges have joined with the Harvard Graduate School of Education to inaugurate a cooperative program for training elementary and secondary school teachers in an effort to increase the number of qualified college graduates entering public school teaching.

The Fund for the Advancement of Education is supporting the program with \$45,000 annually for three years to provide fellowships and \$33,000 annually for three years in support of instruction and administration.

The program provides: (1) fellowships to enable graduates of the cooperating colleges to spend a fifth year of study at Harvard, leading to a master's degree for elementary school teaching or a master's degree for secondary school teaching; (2) an effort on the part of all cooperating colleges to develop increased interest among their students in public school teaching as a career, and (3) investigations within each college of ways of relating the undergraduate program and the graduate study of education.

Colleges cooperating in the program are: Amherst, Barnard, Bennington, Bowdoin, Bryn Mawr, Colby, Colgate, Harvard, Haverford, Holy Cross, Massachusetts Institute of Technology, Middlebury, Mount Holyoke, Radcliffe, Simmons, Smith, Swarthmore, Vassar, Wellesley, Wheaton and Williams.

### Vandalism Legislation Introduced in Michigan

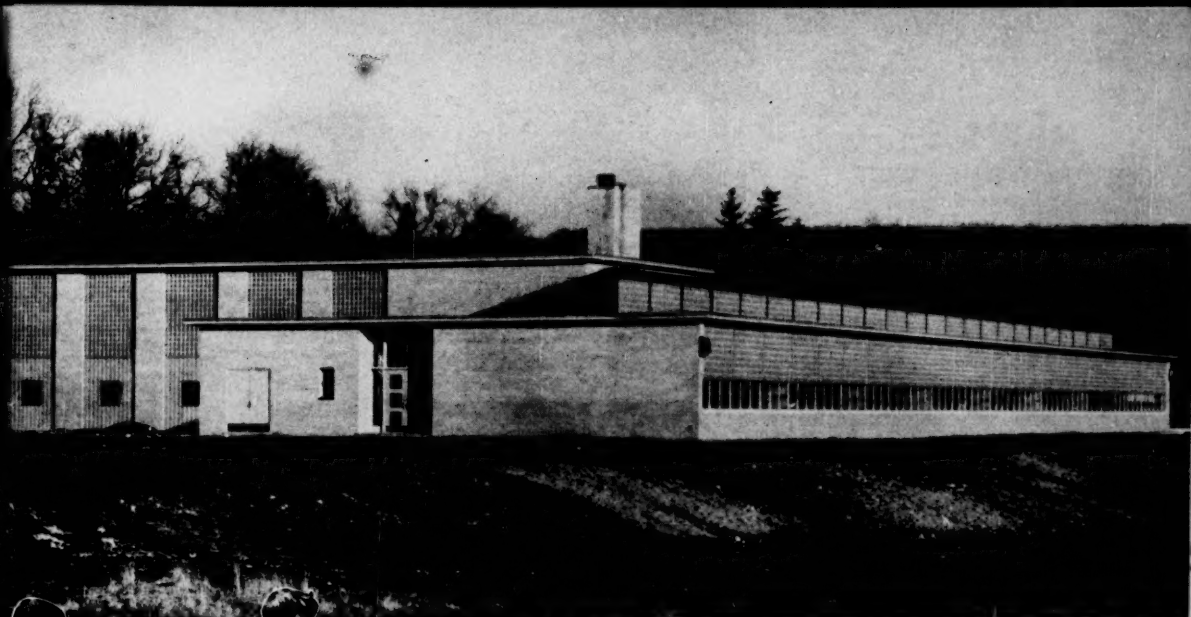
LANSING, MICH.—A bill, inspired by recent acts of vandalism in Detroit schools, has been introduced in the Michigan senate making parents responsible for damage caused by minors to public property.

The bill, sponsored by Sen. Harold M. Ryan (D.) of Detroit, specifies that damage must be proved willful on the part of the children before the parents can be held responsible for the destruction done.

"Acts of vandalism are due in great measure to lack of parental control over children and a lack of knowledge of how they spend their time," said Sen. Ryan.

"If the parents are made liable for the destruction of public property by the malicious acts of their children, perhaps we shall have the answer to some of the vandalism."





Judah Pribe School, Walcott, Iowa  
Architect: Warren H. Aubrey



## Daylight Engineering

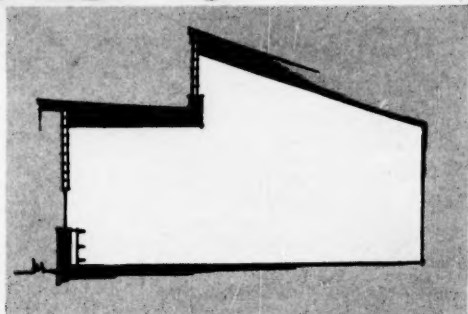
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**for better sight**

"QUALITY LIGHTING" exists when glare and contrast are reduced to a minimum and light is distributed evenly throughout the room.

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Cross sectional view of classroom. The primary fenestration consists of continuous panels of light directing Insulux Glass Block over a steel sash vision strip. The secondary fenestration, having the same orientation, consists of five courses of light-directing block in a sawtooth arrangement.

# INSULUX FENESTRATION SYSTEMS

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## NEWS...

### New York Bronx Schools Try Decentralizing Plan

NEW YORK.—A citizens' committee will soon function as an elected "board of education" in the northeast Bronx to help administer 11 schools in that area.

Dr. William Jansen, superintendent of schools, who issued a charter authorizing its establishment, said the plan was an outgrowth of a three-year experiment made by members of the local school board, parents' groups, the

Public Education Association, and others who worked cooperatively with school officials.

The Bronx Park Community School District, the name for the plan, as outlined by Dr. Jansen, calls for the election of a "community school committee" of nine members who will work with the local assistant superintendent and the principal of Christopher Columbus High School "in substantially the same administrative relationship as customarily exists between school superintend-

ents and boards of education in small communities."

The nine-man school committee, to be elected for three-year terms by school district representatives, will be chosen by a popular vote of qualified citizens in the community on the basis of one representative for every hundred pupils enrolled in the first through the sixth grades of the schools in the project. There would be about 120 district representatives on this basis.

The school committee, in addition to working with the local school authorities, will be required to report back to the district representatives at what the charter terms "a limited town meeting," Dr. Jansen noted. This obligation on the part of the committee, he observed, should tend to emphasize to the people of the area the importance of local planning in educational policy matters.

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### 6000 School Buses Authorized By N.P.A.

WASHINGTON, D.C.—The National Production Authority has authorized the production of 6000 school buses for the second quarter of 1952 to meet the increasing need for transportation of school children.

The 6000 school bus program, the highest quarterly output in the motor vehicle industry's history, is an increase over the 5146 for the first quarter of 1952 and the 5623 for the fourth quarter of 1951. The average quarterly output of school buses in 1951 was 4845; in 1950, 4278; and between 1946 and 1948—the base period upon which the percentage-of-industry ranking is primarily based—4829.

### Film Council Month Stresses Community Projects

CHICAGO.—In observance of Film Council Month, to be held in April this year, the Film Council of America is encouraging councils throughout the United States to assure better and wider distribution and more effective use of audio-visual materials.

Projects that are being encouraged among the local councils during April include: (1) special community film forum panels; (2) establishing audio-visual reference sections in libraries, universities and other community centers; (3) community film workshops to stress proper film utilization and operation of audio-visual equipment, and (4) special community film screenings using "community interest" films.

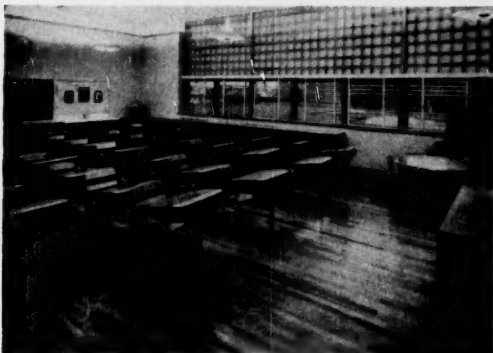
# NORTHERN HARD MAPLE



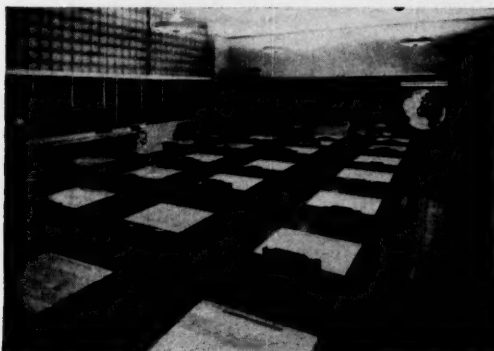
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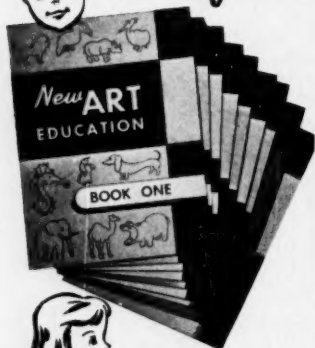
See  
*Sweet's*

Arch. (13k-MA) for specifications and full data.

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## COMING EVENTS

### MARCH

31-April 3. Annual Convention, National Association of Deans of Women, Los Angeles.

### APRIL

3-5. Annual Meeting, Georgia Education Association, Atlanta.

5-7. Area Meeting, N.E.A. Department of Rural Education, Boston.

5-9. Regional Convention, American Association of School Administrators, Boston.

5-9. Regional Convention, National Society for the Study of Education, Boston.

6-10. Annual Meeting, American Association for Health, Physical Education and Recreation, Los Angeles.

7. Regional Convention, National School Public Relations Association, Boston.

7. Regional Meeting, American Educational Research Association, Boston.

14-18. Study Conference of the Association for Childhood Education International, Philadelphia.

16-19. National Conference on Higher Education, Chicago.

17-20. Institute for Education by Radio and Television, Columbus, Ohio.

18-19. American Academy of Political and Social Science, Philadelphia.

30-May 3. American Industrial Arts Association, N.E.A., Chicago.

30-May 3. International Council for Exceptional Children, Omaha.

### JUNE

16-19. National Association of Student Councils of the National Association of Secondary-School Principals, Evanston, Ill.

26-July 1. N.E.A. Department of Elementary School Principals, Detroit.

30. Annual Meeting, Department of Classroom Teachers, N.E.A., Detroit.

30-July 5. National Education Association, Detroit.

### JULY

7-18. Ninth Classroom Teachers National Conference, Department of Classroom Teachers, N.E.A., Michigan State Normal College, Ypsilanti, Mich.

### AUGUST

24-30. National Conference of Professors of Educational Administration, Pennsylvania State College.

### SEPTEMBER

16-20. Annual Meeting, National Conference on Citizenship, Washington, D.C.

### OCTOBER

12-15. Seventh National Conference of County and Rural Area Superintendents, New York City.

12-16. Association of School Business Officials of the United States and Canada, Atlantic City, N.J.

23-24. Annual Meeting, Delaware State Education Association, Wilmington.

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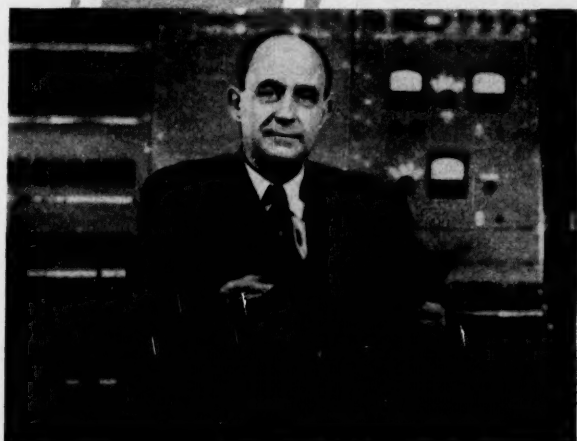
The NATION'S SCHOOLS



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## A Message from EBFilms

Enrico Fermi, noted nuclear physicist, as he appears in the EBF production Atomic Alert. Dr. Fermi helped develop this new film on civilian defense for school children.



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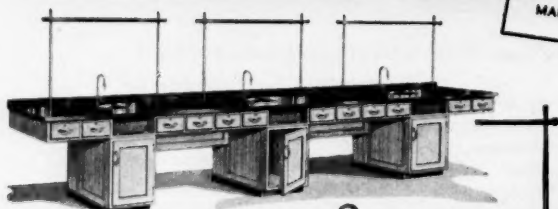
\*Note solid construction of door shown.

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## THE BOOK SHELF

### ADMINISTRATION

**Schools and Our Democratic Society.** By M. H. Willing, John Guy Fowlkes, Edward A. Krug, Russell T. Gregg, and Clifford S. Little. Exploration series in education. Harper and Brothers, New York 16. Pp. 430. \$3.50.

**“Actions in Brief.”** School board meeting procedures. Intended to aid school boards in reaching decisions in orderly and logical manner, and to ensure that the record clearly reflects the action taken. Illinois Association of School Boards, 306½ E. Monroe, Springfield, Ill. Pp. 27.

### CURRICULUM

**Human Relations in Curriculum Change.** By Kenneth D. Benne and Bosidar Muntyan, College of Education, University of Illinois. Dryden Press, New York 10. Pp. 363. \$2.90.

**Offerings and Enrollments in High-School Subjects.** Tenth survey by the U.S. Office of Education of offerings and enrollments in high school subjects. U.S. Government Printing Office, Washington 25, D.C. Pp. 118. 30 cents.

**Human Relations in Higher Education.** A report of a national student conference held at Earlham College, March 29-31, 1951. American Council on Education, 1785 Massachusetts Ave., N.W., Room 110, Washington 6, D.C. Pp. 78. \$1.

### FINANCE

**State Provisions for Financing Public School Capital Outlay Programs.** A cooperative study by U.S. Office of Education and University of California at Berkeley, under sponsorship of National Council of Chief State School Officers. Prepared by Erick L. Lindman, director, administration of state and local school systems, and Clayton D. Hutchins, specialist in school finance, U.S. Office of Education; and Edgar L. Morphet and Theodore L. Reller, professors of education, University of California, Berkeley. Bulletin 1951, No. 6. U.S. Government Printing Office, Washington 25, D.C. Pp. 170. 40 cents.

### FILMS

**3434 U.S. Government Films.** Bulletin 1951, No. 21. By Searley Reid, acting chief, and Virginia Wilkins, film bibliographer, Visual Education Service. Catalog listing and describing films which are available for public use within the United States. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 328. 70 cents.

### LIFE ADJUSTMENT

**Vitalizing Secondary Education.** Report of the First Commission on Life Adjustment Education for Youth, U.S. Office of Education, Washington 25, D.C. Pp. 106.

### MAINTENANCE AND OPERATION

**Fuel Oil Manual.** By Paul F. Schmidt, chief chemist, Allied Oil Co., Inc. Practical information on properties, selection, handling, burning, troubles and remedies. Intended for those who buy, use or sell fuel oil for building heating, power generation, marine applications or industrial processes. The Industrial Press, 145 Lafayette St., New York 13. Pp. 160. \$3.50.

### PUBLIC RELATIONS

**Developing Discussion in School and Community.** Junior Town Meeting League, 400 S. Front St., Columbus 15, Ohio. Pp. 31. Free.

### SCHOOL PLANT

**Planning, Construction, and Renovation of School Buildings.** Proceedings of 1951 summer institute for school administrators, State Teachers College, New Paltz, New York. Pp. 91.

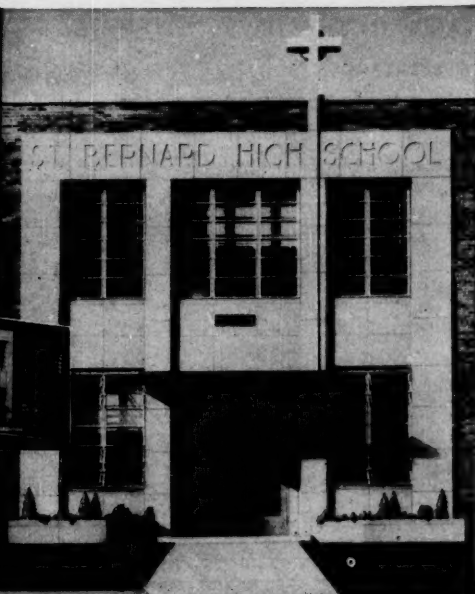
**Scenery Design for the Amateur Stage.** By Willard F. Friederich, head of the department of speech, drama and radio, and John H. Fraser, head of the art department, Marietta College. Aids students in designing sets, but the basic knowledge of building and assembling scenery is assumed. Stresses problems that face designers in small, ill-equipped and badly planned theaters. The Macmillan Co., 60 Fifth Ave., New York 11. Pp. 262. \$5.75.

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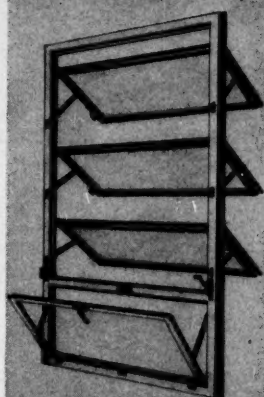
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## NAMES IN THE NEWS

### SUPERINTENDENTS . . .

**Hobart M. Corning** has been reelected for a three-year term as superintendent of schools at Washington, D.C. The new contract was effective March 1.

**Earl A. Dimmick** has been reappointed superintendent of schools at Pittsburgh for a six-year term. His salary is \$20,000 per year, an increase of \$2500.

**E. H. Roberts** has been named superintendent of schools in District 1, Colleton County, South Carolina, and **P. M.**

**Coble** was appointed superintendent of District 2. Mr. Roberts formerly was superintendent of schools at Smoaks, S.C., and Mr. Coble is the former superintendent of schools at Walterboro, S.C.

**Robert R. Ashworth**, former counselor of boys at Kilgore High School at Kilgore, Tex., and more recently principal of Tyler High School, Tyler, Tex., has been appointed superintendent of the Kilgore Independent School District, Kilgore, Tex. Mr. Ashworth, who suc-

ceeds **W. L. Dodson** in his new post, will assume full-time responsibilities at Kilgore June 1.

**Louis E. Dailey Jr.** has resigned as superintendent of the Garnavillo Consolidated School, Garnavillo, Iowa, a post he has held for six years.

**Floyd Thompson** has been named superintendent of schools at Madison, S.D., succeeding **F. A. Strand**, who has held that position since 1939. Mr. Thompson has served for three years as superintendent of schools at Mount Vernon, S.D. Mr. Strand resigned to become executive secretary of the South Dakota Education Association.

**Bernard B. Pierce** has assumed his new duties as superintendent of schools for Union 78 in Maine, comprising the towns of Winterport, Frankfort, Prospect and Stockton Springs, succeeding **Arthur A. Webb**. Mr. Pierce formerly was superintendent of schools for Union 107, comprising the towns of Princeton, Alexander, Cooper, Crawford, Meddybemps, Talmadge, Waite, and No. 21, including Grand Lake Stream and Codyville Plantations.

**Arnold Buhler**, former superintendent of schools at Preston, Kan., has been named superintendent of schools at Medicine Lodge, Kan. He succeeds **M. P. Forker**, whose resignation as superintendent at Liberal, Kan., was announced in the February issue.

**Lyman M. Fort** has resigned as superintendent of schools at Sioux Falls, S.D.; he plans to retire.

**Robert L. Williams** is the superintendent of schools at Canton, Kan., for the 1952-53 year.

**Bryan Waid** has resigned as superintendent at Frederick, Okla., a post he has held for the last five years.

**E. C. Rees**, who has served as assistant superintendent of Multnomah County schools, Oregon, since 1949, has been appointed superintendent to succeed **Roy E. Cannon**.

**C. E. Thomas** has assumed his new duties as superintendent of schools at Murray, Iowa.

**H. J. Eininger** has resigned as assistant superintendent of schools at Fargo, N.D., to accept a post in the hospital field. Mr. Eininger has been assistant superintendent since 1947 and a member of the school system for 21 years.

**Pat Dardano** is the new superintendent of the elementary schools at Kincaid, Ill.



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INTERNATIONAL BUSINESS MACHINES

## NEWS...

**Robert H. Krieger** has resigned as superintendent of schools at Peabody, Kan.

**Don B. Slocumb**, formerly principal of Galena Park High School at Galena Park, Tex., has been named superintendent of schools at Giddings, Tex.

**H. P. Robinson** has been appointed superintendent of schools at Blackwell, Tex., filling the vacancy left by the recent death of **W. V. Stephenson**.

**Thomas I. Dowling** has assumed his new duties as superintendent of schools

at Greenwood, S.C. Mr. Dowling formerly was director of instruction of the South Carolina State Department.

**W. M. Barnett Jr.** has been reappointed superintendent of schools at Toccoa, Ga.

### PRINCIPALS...

**D. Edwin Miller**, principal of Peabody High School, Pittsburgh, since 1929, has retired after 23 years of service. He has been succeeded by **Homer Clark Bower**, vice principal at Schenley High School in Pittsburgh since 1946.

**Abraham Margolies** assumed his new duties as principal of Boys High School, Brooklyn, N.Y., February 1. Mr. Margolies is the former principal of the Walt Whitman Junior High School in Brooklyn.

**Charles A. Berthold**, vice principal of the senior high school at Clifton, N.J., assigned to the annex, has been appointed principal of the school, succeeding the late **Harold J. Adams**. **George Anderson**, who has been acting principal of the high school since Mr. Adams' death, has been named vice principal of the high school annex.

**Louis K. Wechsler** became principal of Eastern District High School, Brooklyn, N.Y., February 1. He formerly held a similar post at Junior High School 178 in Brooklyn.

**Martin League** has resigned as principal of Bentonville High School at Bentonville, Ark., to accept the vice principalship of a high school in Wichita, Kan.

**John Bittle**, formerly assistant principal of the Hardin Reynolds Memorial School, Critz, Va., has been named principal of Blue Ridge High School at Ararat, Va., succeeding **W. B. Watkins**.

**O. A. Richards** has resigned as principal of Offerle High School, Offerle, Kan., a post he has held five years.

**R. H. Krug** has been reappointed principal of the Deadwood High School, Deadwood, S.D.

### DEATHS...

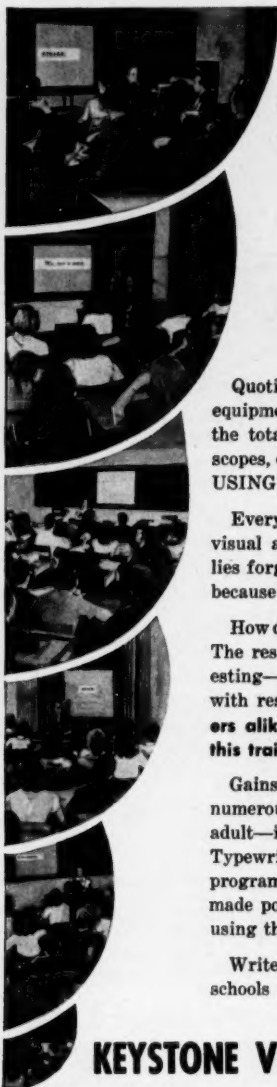
**Ben F. Simpson**, superintendent of the city schools of Fremont, N.C., died recently. Mr. Simpson succeeded **J. A. Batson** as superintendent of Fremont's schools at the beginning of this school year.

**E. A. Quam**, superintendent of city schools at Oakes, N.D., since 1932, died recently. Before his appointment at Oakes, Mr. Quam was superintendent of schools at Leeds, N.D. He was a past president of the North Dakota Education Association and the North Dakota School Administrators.

**Luther Thurman Lanier**, superintendent of schools at Mansfield, Ark., died recently at Fort Smith, Ark.

**Jerry Donovan**, Todd County superintendent of schools in Minnesota, died recently.

**James Roy Skiles**, superintendent of the former District 75 schools at Evanston, Ill., for 22 years, died recently following a heart attack at his home in Pasadena, Calif., where he had been living since his retirement in June 1947.



## "Teachers USE the Keystone Tachistoscope"

Quoting from the recent survey of visual aid equipment in U. S. schools: "Impressive as is the total of schools owning Keystone Tachistoscopes, even more striking is the number actually USING them."

Every educator knows that there are more visual aids bought than used. Much equipment lies forgotten on the shelf, covered with dust... because the expected results did not materialize.

How different with the Keystone Tachistoscope! The results are so immediate—the use so interesting—the time involved so small in comparison with results achieved—that students and teachers alike enthusiastically favor continuation of this training.

Gains exceeding 50% have been reported by numerous classes, ranging from elementary to adult—in Reading Skills, Spelling, Arithmetic, Typewriting, Art and Music. Practical daily programs, based on classroom experience, have made possible the immediate success of teachers using the tachistoscope for the first time.

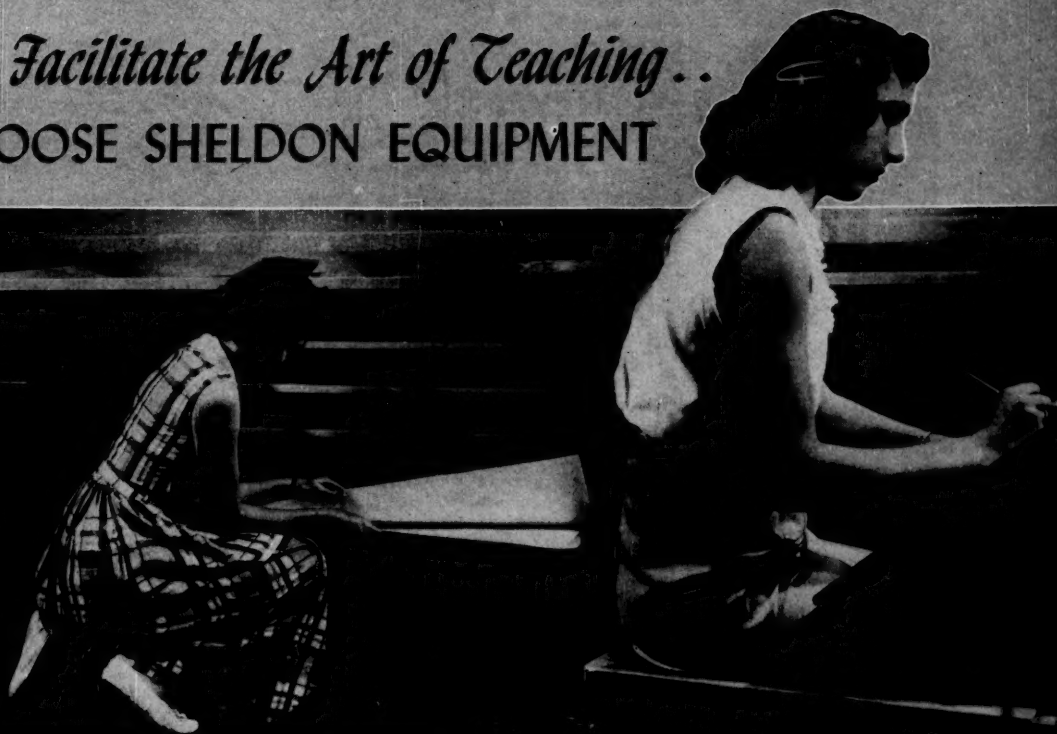
Write for Reports of Results being attained by schools using the Keystone Tachistoscope.

**KEYSTONE VIEW CO., Meadville, Pa.**



# *To Facilitate the Art of Teaching...*

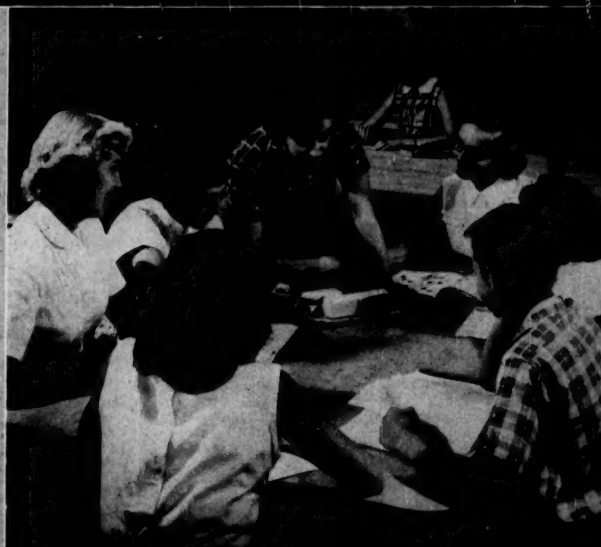
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## NEWS...

### National College to Admit Graduate Students in June

EVANSTON, ILL.—The National College of Education here will open its doors to graduate study, beginning June 9, following 66 years of concentration on undergraduate study in the field of elementary education, announced President K. Richard Johnson.

"In a college founded on the principle of learning-by-doing," Dr. Johnson reported, "this graduate program will be unique in that it will be primarily concerned with teacher performance. . . . The need for continued first-hand experience with children, parents and the community is vital to the graduate student in elementary education.

Dr. Johnson said three areas of specialization are being emphasized in the program—the classroom teacher, the supervising teacher and the school administrator.

### Movie-Lecture Series

#### Fruit of Mother's Campaign

WHITE PLAINS, N.Y.—Because one local mother here felt that youngsters' minds could do with more out-of-school stimulation, she has waged a one-woman campaign to provide a combined entertainment-education program which has culminated in a nine-week Saturday morning movie-lecture series.

"A great many parents have told me they felt a need for something like this," the mother, Mrs. Florence Crowther, explained. "When we lived in New York City our three children always enjoyed the programs put on by the museums. I decided the thing to do was to try to start something similar here."

### Board Approves School Modernization Program

NEW YORK.—The board of education here, in its continuing effort to extend the life of school buildings erected prior to 1920, has approved a 1952 modernization program for 20 schools at an estimated cost of \$6,500,000.

The program embraces improvement of heating, ventilating and electrical systems, depending on the specific needs, plus construction of new classrooms, special rooms and shops, and installation of new sanitary facilities, and kitchen and cafeteria equipment.

The extent of the work ranges from \$700,000 or more for complete modernization to \$15,000 for partial modernization, said Charles J. Bensley, director of the program and chairman of

the board's committee on buildings and sites.

President Andrew G. Clauson said, "At a time when the school population is increasing rapidly, it is necessary that full use be made of all school buildings and that they be maintained at the highest possible peak of efficiency."

### Mental Health, Training Program Approved for Detroit

DETROIT.—The board of education here has approved a cooperative program of teaching and training in the field of mental health.

Wayne University will request the city to provide a site for construction of a neuropsychiatric institute in the area adjacent to the college of medicine campus that will be planned and constructed by the Michigan Department of Mental Health with the advice and consultative guidance of the university, following authorization by the state legislature. The institute will remain under the ownership of the state, which also will provide funds for its operation, including instructional and research programs.

In return, Wayne will be responsible for the establishment and execution of a teaching program to be satisfactory to both the department and the university.

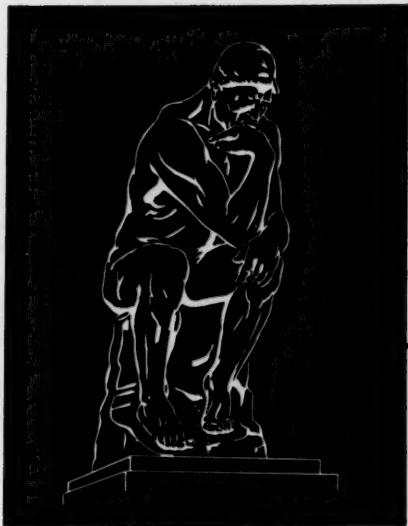
### Poor Eyesight Factor in Delinquency, Says A.O.A.

PITTSBURGH.—Inadequate eyesight is often an important factor in juvenile delinquency, according to the American Optometric Association.

Dr. J. Ottis White, president of the association, cited two studies made by the Ohio State Bureau of Juvenile Research in which it was found that more than 26 per cent of the children brought before juvenile courts were deficient in vision. He said surveys in other states show similar results.

"It is a well known fact that every child wants to excel in some activity," said Dr. White. "The child who fails in school because of inadequate vision may draw attention to himself by breaking windows, stealing, or similar anti-social behavior."

The president offered two preventive measures: (1) modernization of school buildings to provide a better visual environment, and (2) more comprehensive eyesight examinations in the schools to discover the children who need professional attention.



How his 2 great inventions can  
help you keep within your  
school building budget...

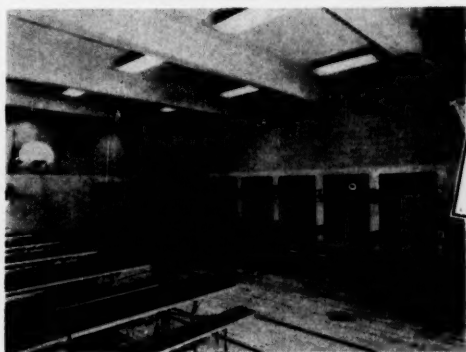


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Modern lunchroom seating facilities unfold and roll from the wall of the activities room. In-Wall equipment has established the practicability of multiple-use-

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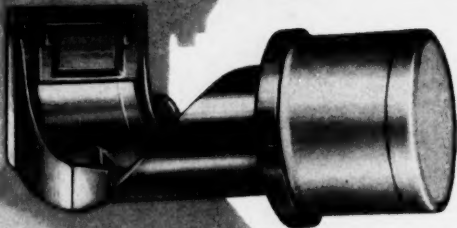


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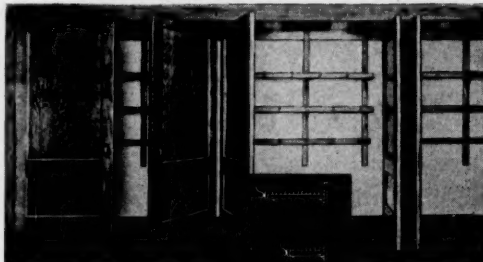
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Typical Installation

Side view detail showing position of shelves and hooks in school wardrobe.

Classroom wardrobes equipped with Stanley Wardrobe Hardware eliminate the delay and confusion of old-fashioned cloakrooms. Doors glide into wardrobe and do not hinder passage when open... provide easy access to shelves and hangers. Clearance between doors and floor for ventilation.

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Typical Installation

With Stanley Accordion Door Hardware you can quickly and easily divide a large classroom into two smaller rooms. Ruggedly designed sets of Stanley Hardware, complete with sturdy tracks and brackets, rubber bumpers and flush pulls permit accordion doors to operate smoothly and easily.

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#### 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. Accommodates bodies of 42- to 54-pupil capacity. Chevrolet Loadmaster valve-in-head engine, 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Twin-Action heavy-duty rear brakes. Dual-Shoe parking brake.

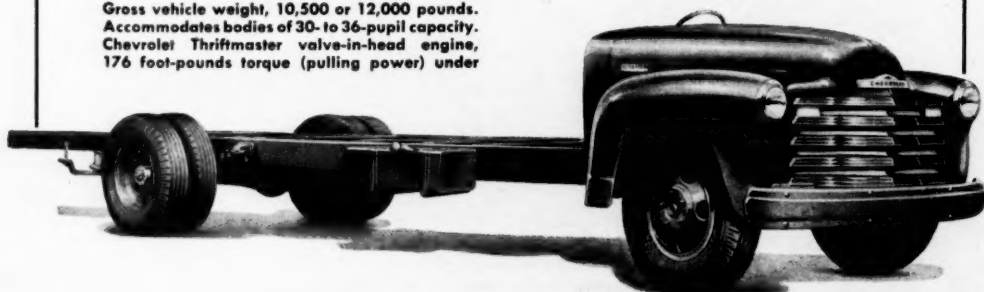
#### 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Accommodates bodies of 30- to 36-pupil capacity. Chevrolet Thriftmaster valve-in-head engine, 176 foot-pounds torque (pulling power) under

35 m.p.h. governed speed. Twin-Action rear brakes. Dual-Shoe parking brake.

#### 137-INCH JUNIOR SCHOOL BUS CHASSIS

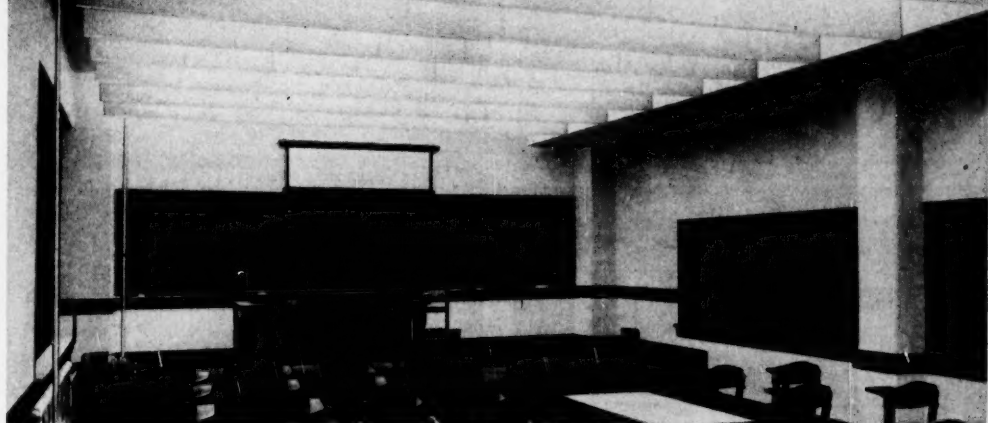
Gross vehicle weight, 7600 pounds. Accommodates bodies of 16-pupil capacity. Chevrolet Thriftmaster valve-in-head engine, 176 foot-pounds torque (pulling power) under 35 m.p.h. Proved dependable Double-Articulated brakes.





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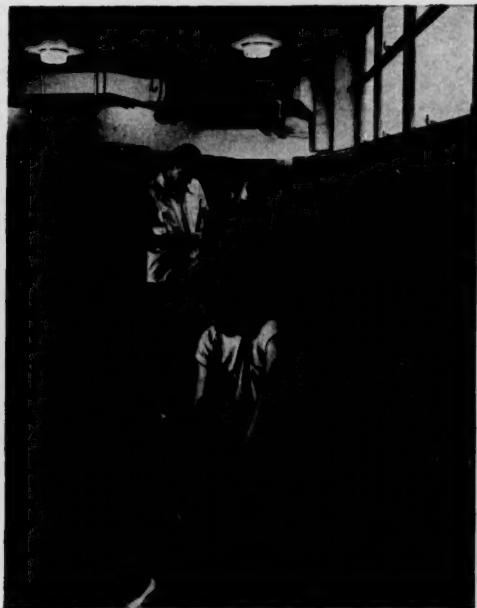
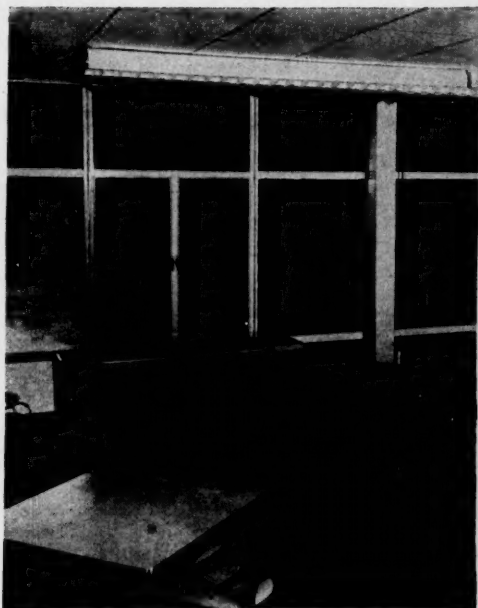
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From kindergartens to colleges . . . from giant auditoriums to tiny offices . . . from drafty entrances to steaming shower rooms—TRANE equipment solves countless school heating and ventilating problems.

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**In Gymnasiums**—Heat trapped by high ceilings

is often wasted. To utilize this warm air, TRANE Projection Heaters, tucked away in the ceiling high above the occupied zone, pour heat down into the playing area of a new gym in Illinois.

**In Doorways**—Knowing that oft-opened doors would admit large volumes of cold air, designers of a school in Maryland placed a TRANE Force-Flo Heater just inside the doorway. Heat driven from this compact heating unit fills the entrance . . . blankets doors . . . blocks cold air and neutralizes drafts.

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Ceiling-mounted TRANE Projection Heaters save heat wasted at the ceiling, keep playing areas warm and unobstructed.



This TRANE Force-Flo Heater greets youngsters with a warm welcome and blankets doors with heat to block cold air.



The smooth, round-cornered cabinets of these TRANE Convectors protect children from accidental cuts and burns.

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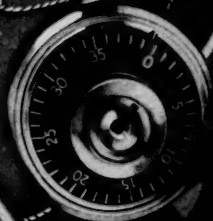


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Yes, you read it correctly! Under new rules adopted in January, 1952, the Voit XF9 rubber-covered football is now "official" for college or jr. college game play (by mutual consent of competing teams) and is sanctioned for high schools (by mutual consent or by league adoption).

In 1951 over 1500 high school, jr. college, and college league games were played with the Voit XF9—for example, the Georgia Tech-L.S.U. Game, the Jr. Rose Bowl Game and the Hawaiian Hula Bowl Game.



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Now—another outstanding new Toledo to *save kitchen labor and reduce costs*... Model C2A-1 Automatic Conveyor Dishwasher! Efficient single tank design with separate rinse compartment. Deflector holds clear water going into wash to desired amount. Tank is shallow, single level, for easy cleaning. Capacity 3750 dishes per hour. Two speed conveyor, with "dwell". Zip-Lok makes removal and replacement of spray tubes easy, without tools. Self-draining pump.

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### **Rauland** **Low Cost S24** **Intercommunication System** **for the Smaller School**

Designed for use where voice communication is the primary need, the RAULAND Model S24 System offers ideal low-cost two-way intercommunication for supervision of all school activities.

**Capacity Up to 48 Rooms:** The S24 System is available with facilities for intercommunicating with 12, 24 or up to 48 rooms. Incoming and outgoing volume controls are provided for adjusting volume to and from rooms.

**Microphone Operation:** Announcements, speeches and other voice transmission can be made by microphone to any or all room speakers, as desired. An ALL-CALL feature permits simultaneous speech through all room speakers by the operation of a single switch; an invaluable feature for Emergency supervision. Can also be used to amplify auditorium or gymnasium programs.

**Radio and Phone Provision:** To achieve added versatility and usefulness, the S24 System has provision for connecting external radio or phonograph, permitting the distribution of radio or recorded programs to room speakers. Speech origination from any room to the master unit is also possible. The S24 System is attractively housed in a compact metal cabinet for convenient use on table or desk.

The low-cost RAULAND S24 System offers unusual intercommunication facilities, superb tone quality, and complete trouble-free dependability. Write us today for full details on the S24 System, and for information on the complete line of RAULAND Centralized Sound Systems for schools.

**RAULAND-BORG CORPORATION**  
3523-N ADDISON ST., CHICAGO 18, ILLINOIS

OVER 1500 SCHOOLS ARE EQUIPPED WITH

## **Rauland**

SOUND AND INTERCOMMUNICATION

## For Large Seating Capacity Or Small . . .



### **Universal** **ROLL-A-WAY STANDS** **MEET ALL GYMNASIUM DEMANDS**

Carefully engineered and custom built to meet the requirements of individual installations, *Universal Roll-A-Way Stands* offer the ideal solution to practically any gymnasium seating problem . . . large capacity or small. They are compact, yet roomy and comfortable; neat and attractive; exceptionally strong and safe. When not in use, they may be rolled back to the walls, providing approximately 70% more floor space for regular gymnasium activities. Improved vertical filler boards enclose



the entire understructure from front view, add more rigidity to seat boards, make the complete stands even stronger and more substantial. Thanks to their centered positions, these filler boards do not interfere with spectators' leg room . . . permitting normal positions of feet drawn back under seats, as illustrated at left. Write today for catalog, prices and complete list of *Universal* installations.

## **Universal**

**BLEACHER COMPANY**

606 SOUTH NEIL STREET • CHAMPAIGN, ILLINOIS  
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## Facts about dependable transportation

As a responsible school executive, you want a school bus that provides safe, dependable transportation for years and years. That calls for a Dodge "Job-Rated" school bus chassis! Why?

Because Dodge meets or exceeds every recommendation of the National Conference on School Transportation.

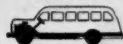
Furthermore, you get excellent visibility. The downward slope of the hood lets the driver see more of the road. And you get molded, tapered Cycle-bond brake linings that assure safer, smoother stops.

But that's not all! A Dodge school bus chassis gives you the *right* power, with choice of three great engines ranging from 109 to 122 horsepower. You get top economy because of chrome-plated top piston rings and exhaust valve seat inserts. What's more, you'll have the easiest-handling bus on the road, thanks to shorter turning diameters and wide front tread!

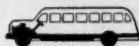
And there's much more to the story.

Why not see your nearby Dodge dealer for all the facts about a dependable Dodge school bus chassis that's "Job-Rated" to fit *your* needs? Do it soon!

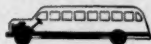
### School Bus Chassis for Bodies Accommodating 30, 36, 48, 54 and 60 Passengers



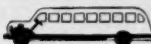
MODEL FS-152  
10,800 and 11,900 lbs. G.V.W.  
For 30 and 36 pupils



MODEL HHS-192  
15,800 lbs. G.V.W.  
For 48 pupils



MODEL JS-212  
16,125 and 17,000 lbs. G.V.W.  
For 54 pupils



MODEL ES-229  
18,075 and 19,000 lbs. G.V.W.  
For 60 pupils

# DODGE "Job-Rated" School Bus Chassis

## THE FIRST REALLY COMPLETE Musical Instrument Line

Everything possible in educational aids, exclusive teaching helps and instruments—to develop the school instrumental music program from Kindergarten to College! Here's the one really complete line of band and orchestra instruments—wind, string and percussion—all of *guaranteed quality* under one name. A Pan-American representative can help you with your band and orchestra organizing problems, too! Write us today for complete information... mail coupon for *free* literature.



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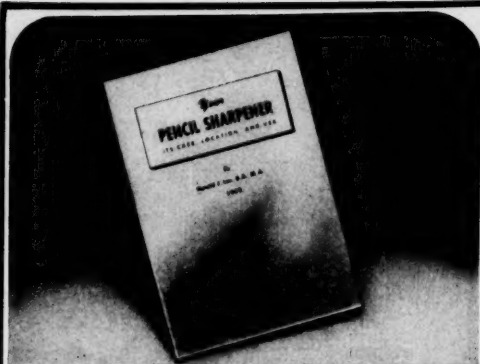


**PAN-AMERICAN**  
BAND INSTRUMENTS  
Division of C. G. CONN LTD.  
ELKHART, INDIANA

Especially important to School Administrators is this free 12-page booklet, "Music, and the Basic Objectives of Education." Send for it without obligation.

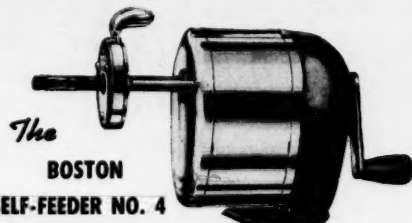
PAN-AMERICAN BAND INSTRUMENTS, ELKHART, INDIANA, DEPT. 453

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Music, and Basic Objectives    | <input type="checkbox"/> String Instrument Catalog | <input type="checkbox"/> Wind Instrument Catalog |
| <input type="checkbox"/> Rhythm Band Instrument Catalog | Name _____ Title _____                             |  |
| <input type="checkbox"/> Percussion Instrument Catalog  | Address _____                                      |  |
| <input type="checkbox"/> New Educational Aids Catalog   | City _____ Co. _____ State _____                   |  |
|   | School _____                                       |  |



## A FREE BOOKLET ON PENCIL SHARPENERS

Here is a worth while educational report by DONALD J. LEU free of advertising that every user of Pencil Sharpeners should read. It is an unbiased report on pencil sharpeners, regardless of the make and tells you how to use them to greater advantage through proper selection, location, care and maintenance.



Just insert the pencil in the famous self-feeder and turn the handle. Adjustable to different size pencils. They cost no more, yet produce up to 25% better all around service. Patented features, imitated but never equalled.



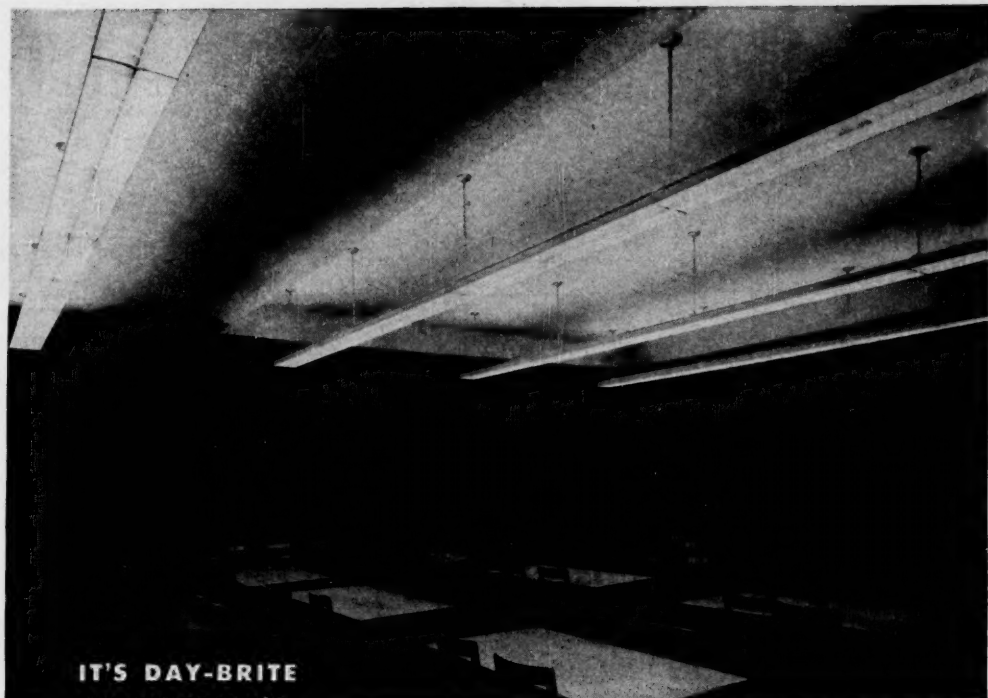
Has pencil guide for sharpening 8 sizes of pencils with unvarying precision. All-metal receptacle. Stand has attractive silver gray finish. For durability, speed, precision and economy specify Boston 30 Cutting Edge Speed Cutters.

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**BOSTON**  
PENCIL SHARPENERS



**IT'S DAY-BRITE  
IN AMERICA'S  
SCHOOLS**

The library of South St. Paul Junior High School, St. Paul, Minnesota showing its Day-Brite Slimline Luvex\* installation.

## ***THEY PROTECT PRECIOUS YOUNG SIGHT IN THIS MINNESOTA CLASSROOM***

And like so many other of America's schools, they do it with a Day-Brite lighting installation!

In hundreds of American schools using Day-Brite lighting fixtures exclusively, children see better, learn more easily, suffer less from nervous fatigue, are far less likely to leave school with permanent eye damage due to eye strain. A well-planned Day-Brite lighting installation eliminates glare and shadow, distributes light evenly to all corners of the room.

These and other advantages—easy installation, simple maintenance, handsome appearance—

have made Day-Brite first choice of the nation's school administrators. Day-Brite has conducted years of exhaustive research in the school lighting field . . . and Day-Brite engineers have successfully solved school lighting problems in all parts of the country.

If *you* have a school lighting problem, why not benefit from the experience of the nation's leading producer of school lighting fixtures? Call on Day-Brite—we'll be glad to help in any way we can—without obligation, of course. Write Day-Brite Lighting, Inc., 5451 Bulwer Ave., St. Louis 7, Missouri.



Write today for your **FREE** copy of this helpful school lighting booklet, "Day-Brite lights the way... for students . . . across the U.S.A." Full of facts, figures and information.  
\*©

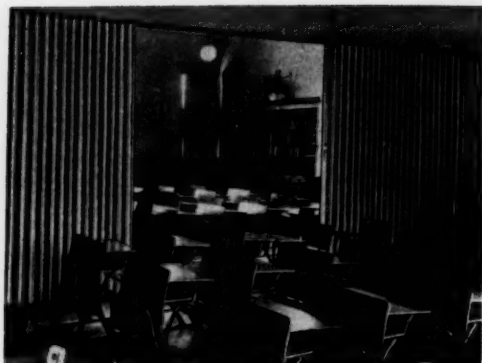
**NOW MORE THAN EVER**

**AMERICA MUST SEE WHAT IT'S DOING**

**IT'S EASY TO SEE WHEN IT'S**



29



## "MODERNFOLD" DOORS

### Divide Classrooms for Better Teaching

Make teaching more effective with this movable wall. See how each class can work in absolute privacy with the "Modernfold" accordion-type doors closed. Yet, when common activities require both classes to work together, the doors are quickly and easily folded to the walls.

### many school uses for "Modernfold" doors

"Modernfold" doors can aid in relieving crowded school conditions, too, by helping you create classrooms out of large areas like lunchrooms, basements, assembly halls. Use small "Modernfold" doors to make more space usable in teachers' rooms, school offices.



Another popular school use! A "Modernfold" wardrobe. "Modernfold" doors' folding action makes every square foot of area accessible and usable.

### beautiful appearance — low maintenance

Wherever "Modernfold" doors are used, they add to the appearance of a school. Beautiful vinyl coverings come in a variety of colors to blend with any color scheme. They're flame resistant, won't fade, chip or peel. Cleaning's fast and easy with soap and water. Maintenance costs are practically nothing. Under the sturdy covering is a steel frame which gives years and years of trouble-free operation.

No wonder architects and school executives have specified "Modernfold" doors since 1936. For full details, look up our installing distributor under "doors" in your classified phone book . . . or mail coupon.

SOLD AND SERVICED NATIONALLY  
NEW CASTLE PRODUCTS  
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In Canada:

MODERNFOLD DOORS  
1315 Greene Avenue, Montreal



The doors that fold like an accordion



by New Castle Products

New Castle Products  
P. O. Box 944  
New Castle, Indiana

Gentlemen:

Please send full details on "Modernfold" doors.

Name .....

Address .....

City.....County.....State.....

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Whether you operate a Restaurant, Club, Hospital or other institution, you are sure to find your needs in one of the 6 Catalogs each DON representative carries—displaying over 50,000 items.

Your DON salesman can help you with your equipment and supply problems, passing on ideas and suggestions for increasing your business, and tell of others' successful experiences. *Lend him an ear as he offers you a friendly, helping hand.*

If he's not around when you need something, mail your order direct to our headquarters. How ever you buy, satisfaction guaranteed *always!*

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2201 S. LA SALLE ST. Dept. 16 CHICAGO 16, ILL.

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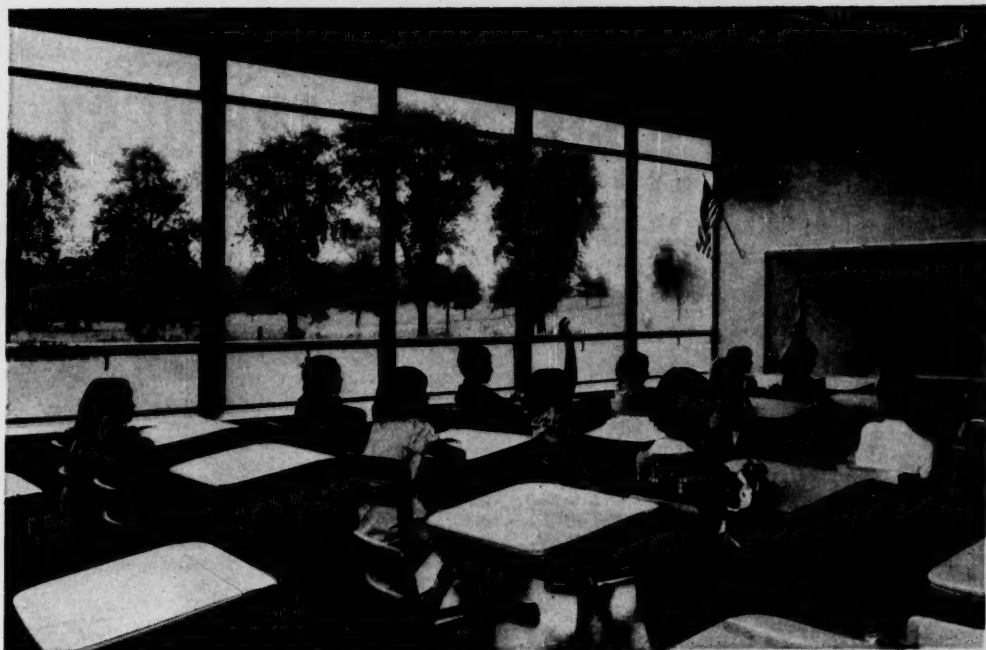
DURABLE



No. 60 BAKELITE  
BOSTON INKWELL

## SQUIRES INKWELL CO.

Pittsburgh 15, Penna.



Edgebrook Elementary School, McHenry, Ill. Architect—Raymond A. Orput, Rockford, Ill.

## Nobody's too old to learn here

Even for school board members, superintendents, school architects and consulting engineers, there's a lesson here.

It's a lesson in good daylighting by means of Daylight Walls, in order to end eye-abuse. Experts on eye comfort believe insufficient light has been responsible for most of the eye-weakness now prevalent. Daylight Walls are designed to help correct this condition.

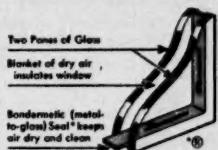
A Daylight Wall uses clear, flat glass because clear glass transmits more light than glass in any other form. The glass extends from wall to wall and from sill all the way to the ceiling. This admits as much light as possible. Shadows, which cause glaring contrasts, are avoided when Daylight Walls are properly used. Notice the evenness of the lighting in this photograph taken without the aid of artificial lights.

Daylight Walls have the additional advantage of permitting natural ventilation near the ceiling where it is most needed. A sense of spaciousness, also, comes from Daylight Walls because clear glass does not obstruct vision. The lines of the ceiling seem to merge with the sky, uniting the outdoors with indoors.

Children like this. Children like Daylight Walls — with lots of light, a view, a feeling of not being cooped up. The lesson here is that Daylight Walls are today's walls for any room in which you are going to put people.

### FOR WINDOW INSULATION

Thermopane® insulating glass is widely and successfully used. Thermopane with 1/2" of dry air hermetically sealed between two panes has twice the insulating value of single glass. This minimizes chilliness, drafts and heat loss at windows. Thermopane cuts air conditioning costs by reducing the amount of heat entering during summer. Write for Thermopane literature. Libbey-Owens-Ford Glass Company, 4342 Nicholas Building, Toledo 3, Ohio.



## DAYLIGHT WALLS

THAT DON'T OBSCURE VISION

THERMOPANE • PLATE GLASS • WINDOW GLASS

Other L-O-F Glass Products: Vitrolite® Safety Glass E-Z-Eye Safety Plate Tuf-flex® Plate & Doors Fiber-Glass



# All Three Agree...

## "AMPRO PROJECTORS ARE BEST FOR ALL SCHOOL USES!"



*Stylist...  
the classroom  
favorite!*



**① TEACHERS SAY:**  
"The Stylist is a dream to carry... weighs only 29 lbs. complete."



**② SUPERINTENDENTS SAY:**  
"We find the Stylist most economical... both in first cost and upkeep."



**③ STUDENTS SAY:**  
"Stylist pictures and sound are swell... just like 'movie house' pictures."

### World's Lightest 16mm Quality Projector Is Easiest to Thread and Operate, too!

At first comparison, you'll readily see why teachers, superintendents and students agree that the Ampro Stylist is the practical school projector for the money.

Low first cost, thrifty and trouble-free in upkeep, easiest on film... these are reasons why the Stylist "goes over big" with school boards. Teachers like the Stylist's 29 lb. portability, simple operation and hour-long reel runs. Students appreciate the Stylist's theatre quality pictures, realistic sound and whisper quiet motor.

See and hear this big difference in projectors and prove these claims to yourself. The Ampro Stylist comes complete with 8" speaker and carrying case at...

**Stylist**  
16mm SOUND PROJECTOR  
**\$399<sup>00</sup>**  
COMPLETE

#### MAIL COUPON TODAY!

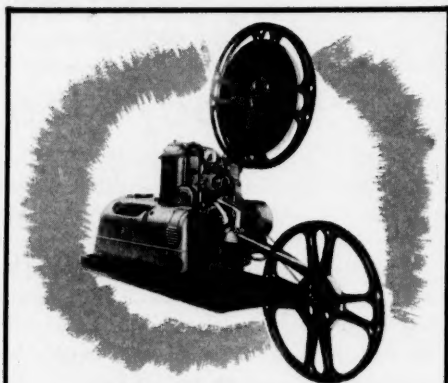
Ampro Corporation NS-4-S2  
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Rush FREE literature on amazing Ampro Stylist Projector and the new Premier-30 for larger auditoriums.

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Address.....

City..... Zone..... State.....



### New AMPRO PREMIER, 30 Projector Serves Needs of Large Auditoriums!

Here is the ideal projector for large assembly needs! The remarkable Ampro Premier-30 actually test-proved to give 30% greater illumination—gives pictures not only brighter, but restful to the eyes. Other quality features include new Dyna-Tone sound and hush-quiet Micro Mesh gears. If your needs are for a "large auditorium" projector, you'll find a Premier-30 demonstration well worth your time.

**\$549<sup>00</sup>**  
COMPLETE

### AMPRO CORPORATION

2835 No. Western Avenue., Chicago 18, Ill.

(General Precision Equip. Corp. Subsidiary)

8mm Cameras and Projectors • 16mm Sound on film  
Slide Projectors • Tape Recorders

# What's New FOR SCHOOLS

APRIL 1952

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 196. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Desks and Chairs



A new line of classroom desk and chair sets has been introduced for use in elementary grades. The desks come in two styles, one with a lift top which provides covered storage for classroom material, the other with open front, providing a storage shelf.

Designed for individual seating, the desk and chair sets are sturdily built for long wear. The chairs are made of Select Maple with a natural finish. Seats are shaped for comfort and the backs are formed for correct posture support. Chairs are available in several heights for various age requirements.

All tables have a solid oak base. The sturdy legs have steel glides to protect floors and are assembled by means of steel dowels and heavy bolts for maximum rigidity and complete leg freedom. Tops measure 18 by 24 inches. They are available in seasoned maple smoothly sanded, sealed and lacquered, or in plastic-coated composition. The plastic tops simulate wood finish and will withstand rough treatment without marring or staining. **The Engineering Mfg. Co., Dept. NS, Sheboygan, Wis. (Key No. 720)**

## Textone Window Shades

Textone Window Shade is the result of a year of development and experimentation. It is a vinyl plastic shade of a heavy gauge plastic sheet with Shantung embossing for added weight and thickness, as well as attractive appearance which blends with all decorating schemes. Textone is completely waterproof and washable in either hard or soft water. It is sunfast and weather resistant, tearproof, mildewproof, non-

flammable and fire resistant. It is designed for long hard service and careless handling resulting from institutional use. Textone is available in sizes up to 54 inches and in four colors: Sno-White, Surf-Tan, Egg-Shell and Forest-Green. **Stewart Hartshorn Co., Dept. NS, 350 Fifth Ave., New York 1. (Key No. 721)**

## Gravity-Feed Slicer

An interesting development on the new Model 55 American Gravity-Feed Slicer is the "Mira-Clean" Knife. Made from stainless steel of cutlery quality, the knife has a beveled shape so that only the actual cutting edge of the knife comes in contact with the meat. There is virtually no flat area of the knife against which the meat is pressed during



slicing. This eliminates "larding" of the meat and prevents meat particles being picked up and whirled into the knife housing. Because of this feature it has been possible to eliminate the "scrap tray" customarily included on slicing machines.

The new model utilizes stainless steel on all the main parts that come in contact with the food. The swinging deflector and the pusher plate are of anodized aluminum. The balance of the machine is finished in either vitreous or baked white enamel. **American Slicing Machine Co., Dept. NS, 520 N. Michigan Ave., Chicago 11. (Key No. 722)**

## Fire Detection Alarm System

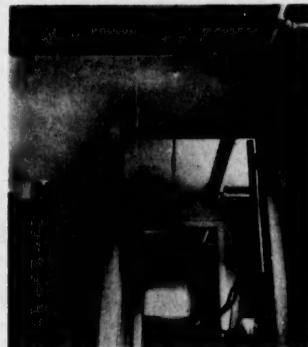
Moderate price and accuracy are features of the new Atmo system of fire detection and alarm especially applicable for school installations. The system is approved by Underwriters' Laboratories and meets all requirements of state laws

for alarm systems in public buildings, according to the manufacturer, and can bring substantial reductions in insurance premiums.

Working on the temperature-rate-of-rise principle, the system is highly flexible and is equally effective in a refrigerated area or in an area of high heat. Copper tubing mounted on the ceiling of the room terminates at a detector. Any continued undue temperature rise, such as fire produces, actuates the detector which sounds the alarm. Features which eliminate the possibility of false alarms from normal temperature changes, and even sudden, short surges of heat, are incorporated in the detector's design.

The system can be installed without marring interior decoration, regardless of the type of design of the building. The tubing comes with a variety of fasteners and can be secured along moldings. It can be painted to match room color schemes without losing its detecting effectiveness. Detection can be zoned to give the exact location of the danger, so that extinguishing equipment can be brought into immediate use. If desired, the alarm circuit can be connected to a municipal fire headquarters and an alarm transmitted as soon as the system detects fire.

The system is self-supervising. A self-charging wet battery electrical supply automatically cuts in if outside power fails, and a warning signal sounds. The



batteries deliver up to 60 hours of emergency power. **Walter Kidde & Co., Inc., Dept. NS, 675 Main St., Belleville 9, N. J. (Key No. 723)**

(Continued on page 176)



## A Sound Investment for Every School

Even small schools with limited budgets find the Revere Tape Recorder a worthwhile educational investment. Besides saving valuable teacher-time, it pays off in added efficiency and interest for almost every class.

Students of all ages enjoy hearing their own voices played back with Revere's incomparable fidelity, respond enthusiastically to this new study method. They learn faster and retain what they learn more thoroughly.

In addition, Revere broadens the scope of your entire teaching program. With it, you can preserve important lectures for future use . . . build your own musical library without purchasing expensive record albums . . . bring the voices of outside experts into any classroom or study group.

See this versatile equipment at your Revere dealer now, or write for further information.

### **New! Revere DeLuxe LONG PLAY Tape Recorder**

Records *two full hours* on each five-inch reel—using only half the ordinary amount of tape. Reproduces every sound with incomparable fidelity. Especially suitable for school use because it is the lightest weight and most portable of any automatic long play recorder . . . and is extra-economical and simple to operate.

## **Revere** TAPE RECORDER



### **REVERE 16mm SOUND MOVIE PROJECTOR**

Shows educational films at their best. Bright, clear screen image and finest "Theater Tone" sound. For silent movies, too. Extremely simple to set up and operate. Slip-over case holds accessories, doubles as a speaker. Complete unit weighs only 33 pounds. . . . . **\$325.00**



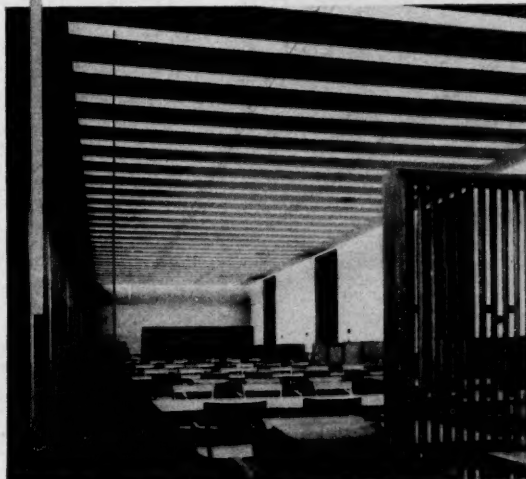
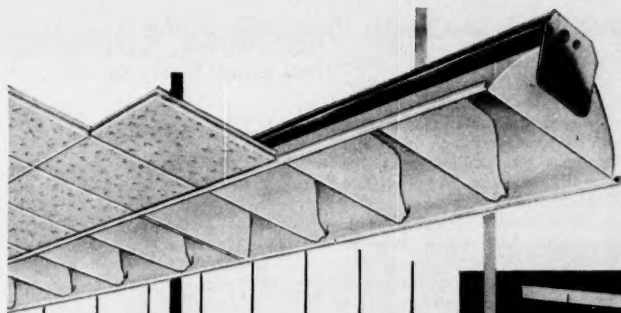
**MODEL T-500**—DeLuxe, 2-hour play. Complete with microphone, radio attachment cord, 2 reels (one with tape), and carrying case. **\$179.50**

**MODEL TR-400**—DeLuxe, with built-in-radio. **\$219.50**

**MODEL T-100**—Standard, 1-hour play. Complete with microphone, radio attachment cord, 2 reels (one with tape), and carrying case. **\$149.50**

**MODEL TR-200**—Standard, with built-in-radio. **\$209.50**

REVERE CAMERA COMPANY • CHICAGO 16, ILLINOIS



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factories  
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Miller lighting systems give you the maximum benefit of proper lighting. Easy, accurate vision for best accomplishment.

They are engineered for easy installation—for low maintenance—

for long service—for finest dollar-for-dollar value. Behind them are 108 years of pioneering and progress in GOOD LIGHTING.

There's no need to compromise on lighting that's "almost" right. Miller has a complete line of luminaires—Fluorescent, Incandescent, and Mercury-vapor—that cover a wide range of industrial and commercial lighting requirements—that have been proven in thousands of installations.

Light with confidence the proven Miller way. Miller field engineers and distributors are conveniently located for nation-wide service.

Luminaire shown is the Miller deep aluminum Troffer—the ultimate in low brightness for lighting comfort. Like all Miller Troffers, units can be arranged to form ceiling patterns as desired—CEILINGS UNLIMITED\*

\*Reg. trademark U.S. Pat. Off.

Interior shown is Lamont Library, Cambridge, Mass.

ARCHITECTS, Coolidge Shepley Bullfinch and Abbott, Boston, Mass.

LIGHTING ENGINEER, Willard Thompson, Boston, Mass.

ELECTRICAL CONTRACTOR, Hixon Electric Co., Boston, Mass.

**THE miller COMPANY** MERIDEN, CONN.  
SINCE 1844

ILLUMINATING DIVISION: Fluorescent, Incandescent, Mercury Lighting Equipment  
HEATING PRODUCTS DIVISION: Domestic Oil Burners and Liquid Fuel Devices  
ROLLING MILL DIVISION: Phosphor Bronze and Brass in Sheets, Strips and Rolls



## What's New ...

### Automatic Projector

A new 1000 watt electrically operated sound slidefilm and filmstrip projector is



being introduced by DuKane especially for school use. The projector is controlled by an electrical push button, or by connecting it to the DuKane 30/50 automatic 8 watt amplifier and 3 speed turntable for fully automatic sound slidefilm projection.

In the projector filmstrips are advanced one frame at a time by the new "synchrowink" electrical film advance which changes the picture in one-twentieth of a second. The new unit provides large and bright pictures which permit showing of slidefilms in the auditorium as well as in the classroom. DuKane Corporation, Dept. NS, St. Charles, Ill. (Key No. 724)

### Sealed Handle Flush Valves

The new Rubberflex Sealed handle unit for Delany flush valves employs a new principle of design. The new unit consists of a natural rubber flexer, which performs the function of both spring and packing and automatically seals the handle at all times, regardless of position of the stem. The handle stem is free floating, thus eliminating friction wear. The completely sealed unit is simple in design and function and the flexer, after long service, can be quickly replaced without the use of tools. Coyne & Delany Co., Dept. NS, 536 Kent Ave., Brooklyn 5, N. Y. (Key No. 725)

### Deodorizing Cleaner

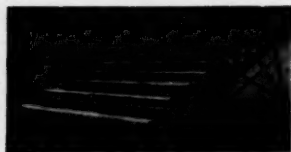
VIP is a new cleaner, disinfectant, deodorizer combined in one unit. It combines high quality soaps for fine cleaning without damage to surfaces, and Ortho benzyl para Chlorophenol for thorough deodorizing and disinfecting. The product is economical to use since it can be diluted with water and used effectively in a 1 to 40 solution. VIP is efficient for cleaning walls, floors, or any surface where dirt, bacteria and odors collect, since it cleans in one application. It can also be used for shampooing rugs and carpeting as it kills mildew

(Continued on page 180)

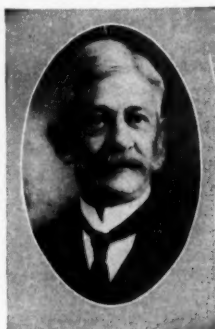
and prevents the growth of fungi. Hysan Products Co., Dept. NS, 932 W. 38th Place, Chicago 9. (Key No. 726)

### Portable Steel Bleacher

SICO is the brand name given a new type of portable steel bleacher that can be towed, carried or demounted into small units. Forty spectators, allowing 18 inches of space for each, can be seated in each 12 foot section which is five rows high and weighs 325½ pounds without planks and 789 pounds with planks. Linear or vertical sections may be added without alterations. A special design principle permits extra seating at very little extra cost. Sections are furnished 5, 10, 15 or any multiple of five rows high, with guard rails as required. Cleats for attaching foot and



seat boards are included and planking is furnished if desired. Seating, Inc., Dept. NS, 3565 Wooddale Ave., Minneapolis 16, Minn. (Key No. 727)



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They are an economic necessity if you are to get the Maximum Service from your books.

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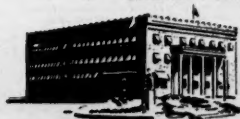
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Hotel Gettysburg's **GAS Kitchen**



Since 1945 the food preparation and service costs at Hotel Gettysburg have been under constant study by Manager Henry M. Scharf, Chef Allen Sprankle and Associate Chef Walter Kaseberg.

here are some of the operating facts which make this  
famous **GAS Kitchen** a *standard for comparison*

**MEAT ECONOMIES**—since precise temperatures are so vital to perfection in meat cookery, the controllability of GAS enables the chefs to increase the ratio of cooked portions served per pound of raw meat purchased.

**DEEP FRYER SPEED**—the ability of the GAS fryers to maintain automatically the desired fat temperature speeds flow of food from refrigerator to the table.

**BROILER OPERATION**—an average of 65% of meat entrees are prepared in the broiler which operates continuously from 6:30 A.M. until 11:30 P.M. its broiling speed steps up service and eliminates extra food handling and use of warmer.

**FUEL COST**—for serving 15,000 guest meals and 3,000 employee meals per month the cost is only a small fraction of a cent per meal.

**MAINTENANCE COST**—during the period 1945-1951 the maintenance cost for all GAS equipment was less than four dollars per month.



*There's more to the story of GAS Kitchen Efficiency—you get the facts from the thousands of hotels, hospitals, diners, restaurants, fountains where they're using GAS for every type of food preparation. And you can get comparative figures from your Gas Company Representative.*

**AMERICAN GAS ASSOCIATION, 420 LEXINGTON AVENUE, NEW YORK 17, NEW YORK**



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finding  
extra  
hands...

## time-saving DUDLEY LOCKS ... schoolwide

Switch to locker control with Dudley Locks. No more "cut-offs." No more delays because keys are lost, or combinations forgotten. It's wonderful!

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Master Key  
control

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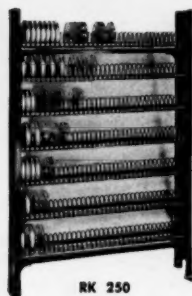
**DUDLEY LOCK  
CORPORATION**

DEPT. 410, CRYSTAL LAKE, ILLINOIS

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PROTECTS  
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FILM!



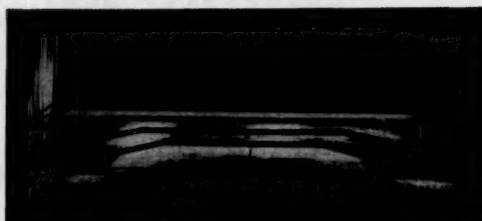
RK 250

Ideal for School Film Libraries. Seven tiers of Separator Rack holds 250-400 feet 16mm reels. Many models to choose from. For complete Film Equipment: Film Cabinets, Rewinds, Splicers, Projection Tables, Editing Aids, Reels-cans:

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Add "Audience Appeal", assure better acoustics: better discipline: better direction. 3 or 4 elevations available. Sturdy, safe, easy to handle units with tubular steel folding legs . . . rigid when set up. Complete stand as shown in above pictures stores in a space 4' wide, 8' long and 6' high. You buy only as many units as you need to fit your requirements.

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GO TO THE ROOT OF YOUR WEED  
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KILL  
WEEDS  
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### DOLGE SS WEED-KILLER

Where no vegetation whatever is desired such as your parking places, walks and tennis courts. Penetrates deep down to plant roots and kills. Sterilizes the soil, preventing normal sprouting of wind-blown seeds. Weeding the thorough modern chemical way eliminates backbreaking toil and saves the cost of many labor-hours.

### E. W. T. SELECTIVE WEED-KILLER (2-4-D)

The efficient way to control weeds on your fairways. Works its way down into the roots of brush, dandelion, plantain, poison ivy, ragweed, sumac and other obnoxious plants, but does not injure most turf grasses.

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*Is there  
no end to this constant  
noise?*



*Yes, a quiet ending  
with **FIBRETONE\***  
Acoustical Ceilings!*



**Johns-Manville Fibretone Acoustical Ceilings effectively reduce noise . . . Easily installed, they provide the quiet comfort so necessary for better, more efficient work.**

● Because distracting noise can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

Johns-Manville FIBRETONE offers an acoustical ceiling which is highly efficient and modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These holes act

as "noise-traps" where sound energy is dissipated. Fibretone is predecorated, can be painted and repainted, and is available with a flame-resistant finish.

Other Johns-Manville Acoustical Ceilings include *Perma-coustic\**, a textured, noncombustible tile with great architectural appeal; *Transite\**, panels made of fireproof asbestos; and *Sanacoustic\**, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. N.S., New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

\*Reg. U. S. Pat. Off.



**Johns-Manville**

Movable Walls—Terraflax and Asphalt Tile Floors—Corrugated Transite\*—Flexstone\* Built-Up Roofs—Etc.

## What's New ...

### All-Purpose Cleaner

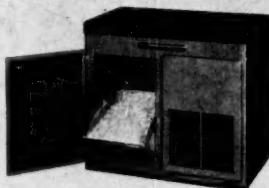
The new West All-Purpose Cleaner combines the advantages of an all vegetable oil soap with those of a synthetic detergent and an alkaline polyphosphate water softener. It produces very good foam and excellent detergency and is formulated for efficient action in hard water as well as soft, either hot or cold, and with savings in time and labor. It is designed for practically any cleansing operation, including scrubbing, mopping and washing all types of floors, woodwork, painted walls, windows and other surfaces. It is economical in use, is prepared in relatively high dilutions, and when stronger concentrations are required for cleaning particularly dirty areas, it is said to be harmless to surfaces while doing its work effectively. **West Disinfecting Co., Dept. NS, 42-16 West St., Long Island City 1, N. Y. (Key No. 728)**

### Automatic Ice Cube Maker

The new Frigidaire Ice Cube Maker is completely automatic in operation and is designed to manufacture up to 5000 clear, solid ice cubes in a 24 hour period. Cubes are made by a continuous stream of circulating water flowing over a refrigerated freezing plate. When the slab

of ice is built up, hot refrigerant gas releases it from the plate so that it slides onto a cube cutting grid containing low voltage electrically heated wires which cut the sheet into solid, dry cubes. They drop into the storage bin below and are ready for use.

The cube storage bin has an insulated door on the front left side of the cabinet.



The inside front of the bin pulls out and down in a manner to bring the cubes forward for quick and easy removal. Fibrous glass insulation of the storage cabinets keeps the cubes at a temperature to prevent melting or sticking together.

The compact, all steel cabinet of the ice cube maker was styled by Raymond Loewy and is table height to fit into corners or under counters. It is 44 1/4 inches long, 31 1/2 inches wide and 38 1/2 inches high. The exterior is finished in gray dulux with a black acid-resisting

porcelain-finished top. The interior of the cabinet is finished in lifetime porcelain. **Frigidaire Division, General Motors Corp., Dept. NS, Dayton 1, Ohio. (Key No. 729)**

### Filmstrip Record System

A new visible filmstrip record system has been designed to serve a school or college or group of schools through the filmstrip librarian. It is a simple, easy-to-maintain set of records for maximum utilization of filmstrips. It contains record sheets for keeping track of bookings or charge-outs for 360 different filmstrips and space is provided for 22 entries for each filmstrip.

In addition, the system provides the audio-visual director or other responsible person with information on the number of requests for each filmstrip, the number of times a request is not filled, a record of filmstrip purchases, a record of filmstrip previews, and the name of each filmstrip used by each instructor in the school. Even an untrained person in the library can keep filmstrips flowing smoothly out to instructors and back in the library when this system is in operation. Complete instructions on using the system are included. **Jack C. Coffey Co., Dept. NS, 205 W. Wacker Drive, Chicago 6. (Key No. 730)**

(Continued on page 184)



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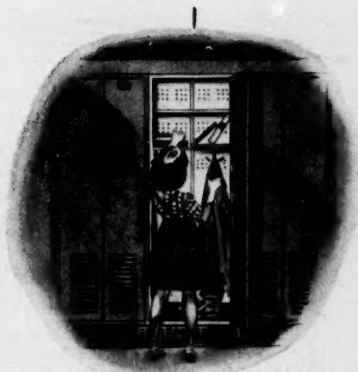
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finger-tip copy control. Rep-  
one to 4 colors at once!



**The NATION'S SCHOOLS**





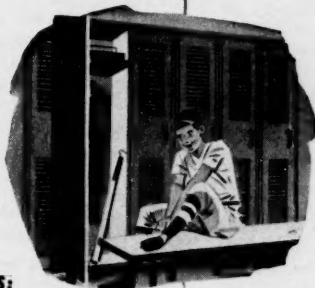
#### CLASSROOM WARDROBES:

Recommended for elementary grades. Teacher-controlled locking and unlocking. Economical construction requiring only rough, unfinished recess.



#### CORRIDOR LOCKERS:

Fire-resistive and well-ventilated. Recessed corridor groupings leave hallways clear and make entrances to classrooms easier; also help floor cleaning.



#### GYM LOCKERS:

Larger schools generally require about 150 full-length steel lockers, with individual box lockers for 1/2 of 110% of the building's capacity for each sex.



## Berger STEEL LOCKERS

WILL SERVE THEM

ALL THROUGH SCHOOL

● Jimmy and Susan are just starting their school careers. Through their use of Berger Elementary Classroom Wardrobes, they're already learning how safely and efficiently Berger Steel School Equipment cares for their small possessions. As they advance through high school and university, more Berger Lockers will serve them in classrooms, corridors, gymnasiums, auditoriums . . . wherever school activities lead.

The corridors of youth are lined with Berger Steel Lockers—because Berger service to the schools of America is unsurpassed. Berger offers you much *more* than the finest in school storage equipment. The service includes planning and engineering your locker groupings, then handling all installation details right down to tightening of the final bolt. And, the benefit of Berger's vast experience in school work—gained through supplying and installing more steel lockers than any other manufacturer—always is yours for the asking.

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A COMPLETE STEEL EQUIPMENT  
SERVICE FOR THE SCHOOLS OF AMERICA

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Lockers • Wardrobes • Storage Cabinets  
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# school leaders

student chair



K111-57

solid  
saddle seat  
seat heights  
12", 14", 16"

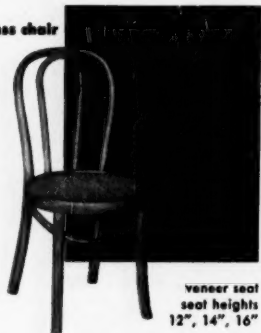
chair  
K1212-517



desk  
K801

desk tops 14" by 20"  
18" by 24"  
chair heights 10-16"

class chair



K18/2-54

vaneer seat  
seat heights  
12", 14", 16"



for  
quality  
durability  
styling  
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value

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SHOW ROOMS  
NEW YORK CHICAGO  
STATESVILLE, N. C. DALLAS

1952

PAGE ONE

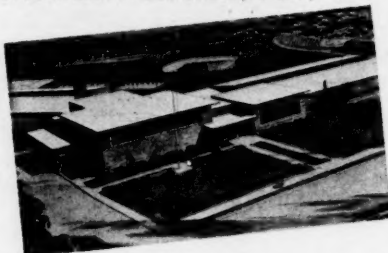
## TEMPERATURE CONTROL

### Notes

by BARBER-COLMAN COMPANY  
ROCKFORD, ILLINOIS

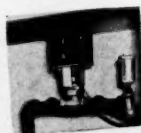
**SUBJECT:** Oakridge School, Arlington, Virginia.

**AUTHORS:** ARCHITECTS: Allen J. Dickey and John Graham, Jr., Arlington, Va.  
**ENGINEER:** A. Dee Counts, Wash., D. C.



**HEATING CONTRACTOR:** W. J. Baumbach, Inc., Arlington, Va.

**PROJECT:** To install a simple, cost-saving heating and ventilating system . . . Illustrations



at the left show, top: Barber-Colman Motor-Operated Valve as installed on hot water supply to each school room; shown below: Barber-Colman Motor-Operated valve on the steam supply to converter in boiler room.

**REMARKS:** Water temperature, from converter supplied by the oil-fired steam boiler, is varied automatically by a Barber-Colman Outdoor Reset Thermostat. Individual room temperature is kept constant and overruns avoided by use of Barber-Colman Anticipating Thermostats and Motor-Operated Valves.



**BARBER-COLMAN COMPANY**  
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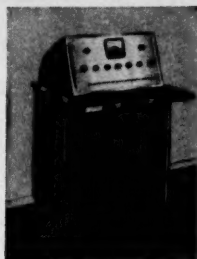
From the RCA Sound Speaker comes great music, drama, speech ... to enrich the education of every student in every class.



SDC Dual Channel Console, serves from 10 to 60 speaker areas.



Custom De luxe Dual Channel Console, serves up to 120 speaker areas.



Dual Channel School Console, serves up to 40 speaker areas.

## Everybody Benefits from an RCA School Sound System

You ... Your teachers ... Your students ...

Your whole community ... all reap a rich reward from this wonderful educational medium ... RCA sound!

### Here's why ... and how:

#### Easier, smoother administration

RCA sound gives you instant voice contact with any or all classrooms. Fewer assemblies. Less time-loss. Daily announcements flow out smoothly, efficiently. And in emergencies, your reassuring voice coverage gives greater safety, lessens possibility of panic.

#### Broader, richer curriculum

RCA sound brings a new dimension to the teaching of music, history, drama, speech. All the great masters can be brought right into the classroom to help the teacher ... to enrich the education of the students.

#### Greater student interest

RCA sound provides a medium for democratic expression for your whole student body. Campus candidates can address

student voters. Campus problems can be aired on round-table forums. It all means better training in citizenship for a better community.

### For all this and more ... specify RCA sound

You get more than just "a sound system" when you install RCA. You get the culmination of 20 years of research in the field of sound for every type of installation ... schools, theatres, churches, hospitals, stadiums, factories. Your sound system is tailored to your needs by RCA experts ... "unit-built" from standard interchangeable parts that make future expansion easier. RCA sound conforms to rigid standards of the U. S. Office of Education and the Radio Manufacturers' Association. Single and dual channel systems available for any school need, with microphones, AM and FM radio, and record players as required. All built

and backed up by RCA ... world leader in radio and sound. Nationwide service available from RCA Service Company.

### Get all the facts for your school ... now

Mail coupon for your copy of the big 32-page illustrated book, "School Sound Systems," plus full information on what RCA sound can do for your school. Remember ... everybody benefits from an RCA sound system. So act today ... get these benefits for you and your school ... now.

Free Booklet ... Mail Coupon ... Today 



**RADIO CORPORATION of AMERICA**  
EDUCATIONAL SERVICES, CAMDEN, N.J.

Educational Services, Dept. 80D  
Radio Corporation of America  
Camden, N. J.

Please send me the illustrated book, "School Sound Systems," together with full information on what RCA Sound can do for my school as checked below:

☐ Grammar School  
☐ High School  
☐ College

☐ 5 to 10 rooms  
☐ 10 to 50 rooms  
☐ Over 50 rooms

Name \_\_\_\_\_  
Title \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

## What's New ...

### Cylindrical Lock

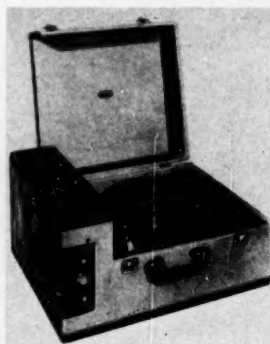
Cylindrical type locks have now been added to the extensive line of Corbin builders hardware. The roll-back latch mechanism, adapted from Corbin Unit Locks, is a distinctive feature of the new cylindrical locks.

Known as Corbin Cylindrical Locks, the new series are of heavy-duty construction and are adjustable for doors from 1½ to 2 inches thick. Only two holes need be drilled in the door and a shallow mortise for the face plate to install the new locks. They will be produced in four designs and in the 13 functions most frequently specified for use in institutions. They can be furnished with Corbin Master-Ring Cylinders when a master-key system with unlimited key changes is needed. **P. & F. Corbin Div., The American Hardware Corp., Dept. NS, New Britain, Conn. (Key No. 731)**

### Automatic Phonograph

The new Pentron 3-speed automatic phonograph is a portable unit offering fine sound reproduction. The high quality tone is the result of a unique baffle system, high fidelity amplification and a slotted cone speaker. The automatic record changing mechanism plays and inter-

mixes records of all three sizes and speeds. Shut-off is also automatic. The phonograph is enclosed in a durably



constructed, luggage-type carrying case. **Pentron Corporation, Dept. NS, 221 E. Cullerton St., Chicago 16. (Key No. 732)**

### Chefware Roasting Pans

Two features of the new Chefware Roasting Pans are "Cuddle-Handles" and a "Taste-Trough." The handles are so named because they fit closely to the sides of the pan when not in use. The "Taste-Trough" is a built-in trough which seals

in the meat and flavor juices, providing a natural self-basting. The larger sized roasting pans in the new line will be equipped with reinforcing steel straps for durability and longer life, and they are designed with rounded corners for easier cleaning. The new pans are available in two sizes: the "1620" which measures 16½ by 20½ by 9 inches and the "1812" which is 12 by 18 by 7 inches. **Harlow C. Stahl Co., Dept. NS, 1375 E. Jefferson, Detroit 7, Mich. (Key No. 733)**

### Visual Control System

Schedules by days of the week, hours of the day, classrooms or classes can be graphically pictured with the new Broadmaster Visual Schedule Control. Schedules are posted on a metal board by typing or writing on cards and anchoring in grooves to form horizontal and vertical columns. Cards are available in six contrasting colors and may be used for contrast in different groups or time periods. Revisions in schedules are easily made by interchanging the cards on the board. Any type of schedule can be set up to suit requirements. Boards are made of aluminum and come in standard sizes of 24 by 38½ inches. They are hung from two small hooks. **Graphic Systems, Dept. NS, 55 W. 42nd St., New York 18. (Key No. 734)**

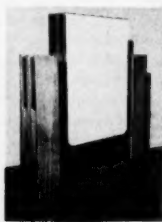
(Continued on page 188)

**SPEEDY  
FEEDING...  
SPEEDY  
CLEANING**  
with...

**Erickson**  
**FOLD-A-WAY TABLE**  
**WITH BENCHES**

#### Strong, Practical, Beautiful!

Chassis construction of 1½" square steel tubing gives maximum strength. Table top faced with beautiful tan linen plastic bonded to heavy plywood... aluminum trim. Greater capacity, perfect light reflection, less noise and confusion. Portables in 12-ft. and 14-ft. lengths. Wall attached model in 8-ft. lengths.



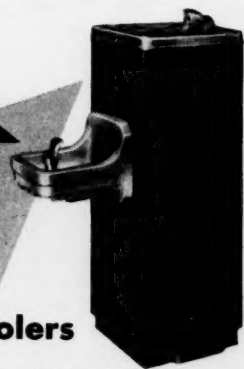
**Folded for Storage**  
Easily opened or closed by one man. Chassis equipped with rubber-tired, ball-bearing casters for easy handling. Tables nest readily in the minimum space. Write today for complete information.



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Water Coolers**



**Ideal for school cafeterias...**  
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- Cafeteria Water Facilities
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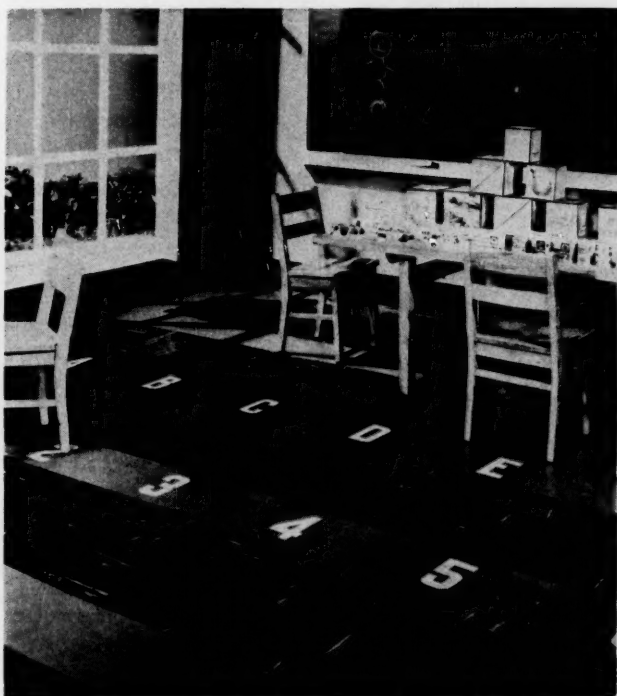
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POSTERS AVAILABLE—please specify quantity

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1433 FOURTH STREET Since 1909 BERKELEY 10, CALIFORNIA  
Agents and Sales Representatives in All Principal Cities

making the wrong  
choice can be  
dangerous here



...and the wrong floor can be costly, too!



Minimum installation and maintenance costs plus years of steady service under the constant wear of school-age feet make this attractive and useful Kentile Floor ideal for installations like this.

#### THAT'S WHY IT PAYS TO CONSULT A KENTILE FLOORING CONTRACTOR

THE WRONG FLOOR in a specific installation can be overly expensive as well as impractical; resulting in underfoot safety hazards...excessive maintenance costs... too-frequent repairs or replacement. That's why progressive management as well as busy specifiers are learning to look to the Kentile Flooring Contractor for accurate and up-to-date information and advice.

He's a fully qualified flooring expert with years of training and experience... the right man to help you select the one floor that is best suited for your particular need...from the durable grease resistance required where floors are exposed to greases and oils to the luxurious flooring that best sets off executive offices.

Whether you are interested in new construction or remodeling of existing facilities...flooring for areas large or small, call in a Kentile Flooring Contractor and be assured of spending your flooring dollars wisely. For his name, look under FLOORS in your classified phone directory, or write Kentile, Inc., Dept. YY-1, Brooklyn 15, New York. In Canada, T. Eaton Co., Ltd.

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## ...and who's to blame?

Could be the culprit is an inadequate time control system. When clocks in classrooms, corridors and other areas don't tell the same time... when the tardy bell is "tardy" or early... when recess, dismissal or other signals don't sound "on the dot"... students cannot be expected to grasp the full meaning of punctuality.

You can make sure that all departments of your school run on the same time, the right time, by installing a Cincinnati centralized time control and program system. The Cincinnati name has been synonymous with craftsmanship and quality for over a half century. A fact of special significance to those entrusted with the spending of public funds. Ask your architect, or your Cincinnati distributor for the facts. Or, write direct to us, if you prefer.

**THE MASTER-PRO** by Cincinnati—a precision-built instrument to control and synchronize all clocks, time signals and time recording devices. Automatically sounds alarms, bells, buzzers and other signals at predetermined intervals. Exclusive Cincinnati design eliminates electronic tubes that grow weak or fail with use, gives positive accuracy, unfailing dependability.



**CINCINNATI CLOCKS**  
are made in a variety of sizes and styles for all types of buildings.



**DOUBLE DIAL**  
For bracket or chain suspension



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For flush-to-wall or surface mounting



**ORNAMENTAL SKELETON TYPES**  
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The newest advancements in time control are incorporated in this basic specification for a centralized time indicating, signaling and recording system. A copy is yours for the asking. Tear out and mail coupon today!

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PLEASE SEND, at no obligation to me,  
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**BEST for  
every  
CLASSROOM  
USE...**

# ATKINS

JR. (and regular) Line of

# SAWS

... and  
**Here's the LONG  
and the SHORT of it!**



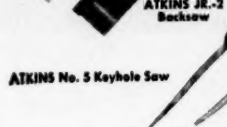
ATKINS No. 65  
20, 24 and 26-  
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ATKINS JR.-65  
16" blade



ATKINS No. 2  
Backsaw



ATKINS No. 3 Keyhole Saw

ATKINS JR.-3  
Keyhole Saw



**E. C. ATKINS AND COMPANY**  
402 South Illinois Street • Indianapolis 9, Indiana

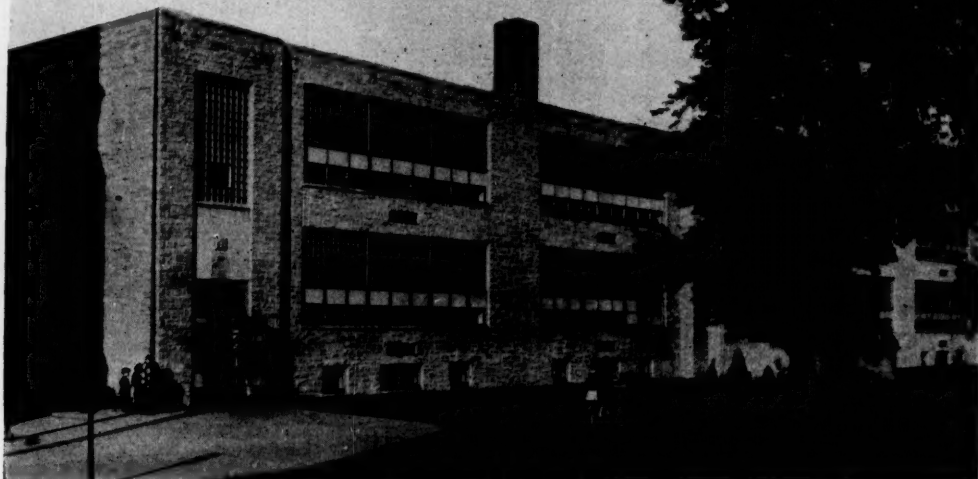
THERE'S AN ATKINS SAW FOR EVERY CLASSROOM USE



The NATION'S SCHOOLS



St. Mary's School, Fond du Lac, Wis., is fire-safe because it is built with Bethlehem Open-Web Steel Joists, concrete floor slab and plaster ceiling. The new school has 16 classrooms, accommodates 650 students in eight grades. Architect: F. J. Stepniski and Son, Fond du Lac. Contractor: Hutter Construction Company, Fond du Lac.



## FIRE SAFETY

### FIRST RULE FOR SCHOOL CONSTRUCTION

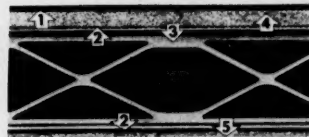
Every new school should be—and can be—built for fire-safety. This protection is possible, even on the slimmest budget, if you use Bethlehem Open-Web Steel Joists in combination with concrete floor slab and plaster ceiling.

Bethlehem Open-Web Joists, easy and economical to install, provide sturdy, non-combustible floors and allow a maximum area between fire-walls. They equip your school building with effective barriers against the spread of fire.

In addition to fire-safety, Bethlehem

Joists give you other important advantages in school construction. They simplify the work of other trades, since pipes and wiring can be run through the open webs. They provide firm, substantial floors, resistant to vibration and sound. Because these joists won't sag or shrink, dirt-catching cracks can't form between baseboard and floor.

If you have a question about Bethlehem Open-Web Steel Joists, ask your architect. Or get in touch with us, either at the nearest Bethlehem sales office, or at Bethlehem, Pa.



1. Asphalt tile or other finish. 2. Metal lath. 3. Steel joists. 4. Concrete slab. 5. Plaster ceiling. Cross-section of typical Bethlehem Joist installation. Concrete and plaster prevent spread of fire. Asphalt tile, linoleum or other finishes may be used.

**BETHLEHEM STEEL COMPANY**  
BETHLEHEM, PA.

On the Pacific Coast Bethlehem products are sold by Bethlehem Pacific Coast Steel Corporation. Export Distributor: Bethlehem Steel Export Corporation

#### BETHLEHEM OPEN-WEB JOISTS



## What's New ...

### Juice Cooler

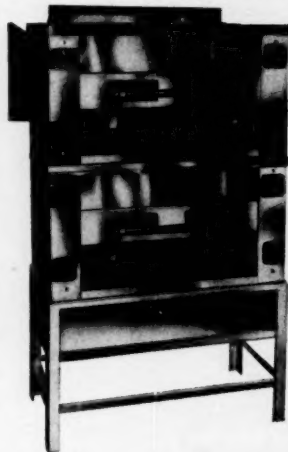
The Oasis Juice Cooler is a new, electrically cooled dispenser for frozen juice concentrates. It plugs into any ordinary electric outlet and cools up to five gallons of constantly agitated juice at one time. It takes up a little over one square foot of space.

The cabinet and bowl of the new cooler are made of reinforced Fiberglas which is tasteless and odorless and does not break, crack, stain or discolor. The hard, glossy surface repels dirt and dust, is non-porous and non-absorbent. It can be sterilized in boiling water or with live steam and the unit meets all U. S. Public Health and Sanitary codes, according to the manufacturer. The unbreakable bowl, lid, agitator and refrigerated faucet detach easily for cleaning. Faucet, agitator and cooling plate are made of polished, corrosion-proof stainless steel. The hermetically sealed refrigeration system is adjusted by a thermostat control for temperatures from 34 to 40 degrees F. **The Ebco Mfg. Co., Dept. NS, 401 W. Town St., Columbus 8, Ohio. (Key No. 735)**

### Char-Broiler and Grill

The new Double Decker Char-Broiler and Grill, Model MK 3-4, offers two in-

side broiling surfaces with an open grille on top which takes up only 32 by 20 inches of space. The unit cooks with



conducted heat from below and infra red from above. No cooking oils are needed, food need not be turned and there is no cross-flavoring when cooking different foods at the same time.

The unit is easy to operate and both inside griddles are adjustable, by turning dials on the right front panel, from 2½

to 5½ inches from the radiant heat, to accommodate various thicknesses of food. The flavor is sealed into food since it is cooked on both sides at the same time. **MagiKitch'n Equipment Corp., Dept. NS, Quakertown, Pa. (Key No. 736)**

### Anti-Slip Wax Veneer

To protect against slipping on floors finished with wax, Kerns Floor-Grip contains Ludox, a colloidal silica, which gives adhesion to the floor surface when pressure is applied. The product offers the usual advantages of self-polishing floor wax plus the anti-slip safety feature. Floor-Grip is so formulated that walking pressure produces a snubbing action that helps produce a non-slip surface, whether wet or dry. Floor-Grip is applied like any self-polishing wax, requiring no buffing, but a high gloss may be obtained by buffing.

The new product spreads quickly and easily and produces a hard, flexible, smooth, soil-repellent surface. It is effective on rubber tile, asphalt tile, linoleum, terrazzo, marble and wood. Where needed, spot-waxing of worn areas may be done without evident signs of overlap. Floor-Grip is packed in 5 gallon pails and in 15, 30 and 55 gallon drums. **J. F. Kerns Co., Dept. NS, 350 W. Ontario St., Chicago 10. (Key No. 737)**

(Continued on page 192)

## PREVENT ACCIDENTS BY USING

### TRAFFIC-TRED



Particularly suitable where there are wet floors. The ridged bottom affords aeration and drainage. Good scrape qualities remove dirt, moisture and grime from the soles of shoes. New cross-ribbed squeegee design on top side. Made from cotton cord and rubber compounds. Available in rolls. 7/16" thick. Three widths, 24", 36" and 48".

**AMERICAN MAT CORPORATION**  
1717 Adams Street Toledo 2, Ohio

Please send literature and prices on Traffic-Tred

Name \_\_\_\_\_

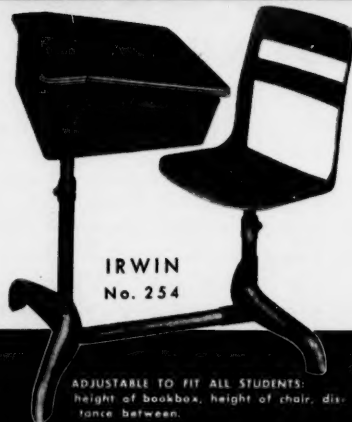
School \_\_\_\_\_

Street \_\_\_\_\_

City & State \_\_\_\_\_

IN CANADA: American Mat Corporation Ltd., Canada Trust Bldg., Windsor, Ontario

## PERFECT ANSWER TO CAREFUL PLANNING



ADJUSTABLE TO FIT ALL STUDENTS:  
Height of bookbox, height of chair, distance between.  
SELF-LEVELING:  
Never jiggles or rocks, regardless of unevenness of floors.  
SWIVEL TENSION-ADJUSTABLE SEAT  
Get the complete facts. Write for the IRWIN Catalog before buying any school furniture.



**IRWIN SEATING COMPANY**  
GRAND RAPIDS, MICH.

# When Young America BREAKS OUT!

Be sure your **DOOR CLOSERS**  
will withstand Rough Usage

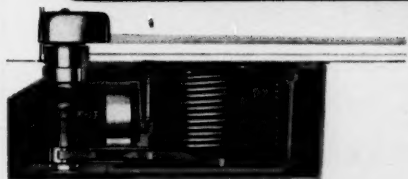
Always specify

## **RIXSON**

For over 50 years Rixson devises have been designed and made to give trouble-free performance under the most severe usage.

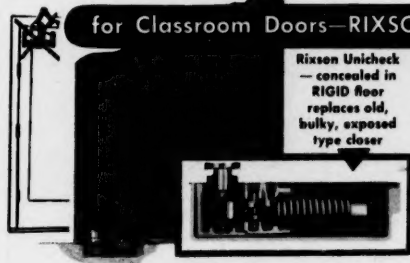


for Entrance Doors—RIXSON heavy-duty concealed Checking Floor Hinges



Concealed in the RIGID floor . . . where your door closer should be. Firmly embedded, where it cannot work loose and out of adjustment. Concealed where it cannot be tampered with or collect dust and dirt. Available in Offset Type and Center Hung. Write for more complete details.

for Classroom Doors—RIXSON concealed UNICHECK Checking Floor Hinges



Unichhecks are "concealed in the floor" closers that operate classroom doors with a smooth, uniform closing action and brings them to a quiet rest at closed position. Can be furnished with a single 90° or 180° hold-open or with the No. 37 Multi-point Holder that furnishes three hold-open points. Write for full details.

**THE OSCAR C. RIXSON COMPANY**

4450 w. carroll ave. • chicago 24, ill.



**NOW  
POWERFUL  
SOUND AT  
LOW COST**

**COMPLETE  
READY-TO-USE**

#### YOUR SCHOOL CAN AFFORD THIS QUALITY PORTABLE SYSTEM

Here's the versatile, sensibly-priced 30 Watt Sound System ideal for all school P.A. needs. Covers up to 4,000 persons indoors. Full 30 watts usable output; 3 inputs—two for high-impedance microphones, one for phonograph, each with separate volume control; with tone control; exceptional fidelity,  $\pm 2$ db from 40-20,000 cps on phono and mike. Complete System includes: 30 watt amplifier and tubes, Electro-Voice "Cardax" unidirectional microphone with adjustable stand and 20' cable; two General Electric 12" PM speakers, each with 30' cable; portable carrying case, 16 $\frac{1}{2}$  x 12 $\frac{3}{4}$  x 25". For 110-130 volts, 60 cycle AC. Shpg. wt., 75 lbs. Ready for immediate delivery.

**93-372.** Complete 30-Watt System (less phono top). Only . . . \$119.75  
**93-340.** 3-Speed Phono Top for above system. Only . . . \$16.95

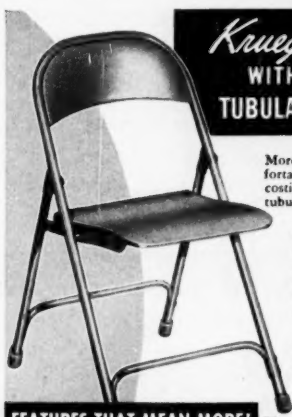


#### SEND FOR FREE 212-PAGE CATALOG

Write today for the only complete Buying Guide to everything in Sound, Radio and Television for the school. Count on ALLIED for expert electronic supply service and for lowest, money-saving prices. Send today for your FREE copy of the complete 1952 ALLIED Catalog.

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Chicago 7, Illinois



**Krueger's Ahead  
WITH THE FINEST  
TUBULAR CHAIR EVER!**

More durable — and more comfortable than many folding chairs costing twice as much, Krueger tubular steel chairs boast: —

- Seamless tube frames
- Electrically welded and riveted construction
- Die-formed leg stretchers
- Curved rolled edge backrest
- Positive, non-pinchng seat lock
- Silent folding operation
- Y-type non-tipping frame
- Baked-on enamel finish

#### FEATURES THAT MEAN MORE!



Vertical steel bracing bars within tubular legs provide extra strength, rigidity to rivets, hinges, mechanism. Steel dome feet for smooth gliding can also be covered with non-slip white rubber feet.

No. 62, with curved hardwood veneer seat for indoors and No. 61, with perforated, curved steel seat for outdoor use, provide you with super quality seating that is sturdily built to last for years. Light in weight, quick and quiet folding, easy to carry and more.

#### WRITE FOR CATALOG

... Describing the complete Krueger line of steel tubular and channel frame folding chairs.

**KRUEGER**

METAL PRODUCTS • GREEN BAY • WISCONSIN

#### Berlin Type C or Permanent Grandstands are Famous The Country Over



FOR  
**ECONOMY**  
and  
**DESIGN**

Before you decide a permanent grandstand is "too expensive", investigate Berlin Type "C" Grandstands. A permanent grandstand is the safest of all outdoor seating arrangements. Economy is affected by simplified design and complete fabrication in one of Wisconsin's largest and most complete fabrication plants . . . no field welding or material cutting necessary.

**BERLIN**  
SEATING  
ENGINEERS

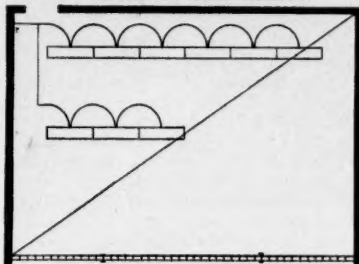
For complete details write  
BERLIN CHAPMAN COMPANY  
BERLIN, WISCONSIN



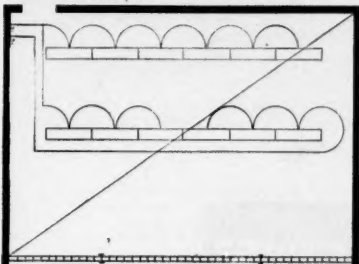


# How To Have **EFFECTIVE LIGHTING** and still conserve critical materials

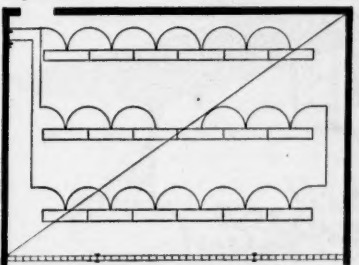
## 1 Use Functional Lighting Layouts, Requiring Minimum of Luminaires.



Saves 1 1/2 rows of luminaires—Minimum plan to supplement daylight. Utilizes 1 1/2 rows of fixtures; corrects for body shadow cast by daylight from window-wall.



Saves 1 row of luminaires—Requires two rows of luminaires on the side away from window-wall. Supplementary light is completely adequate for daytime use.



Full functional 3-row layout —When a classroom is to be used at night. Circuits provide for 1 1/2 rows with daylight; 3 full rows at night.

## 2 Use Wakefield luminous-indirect fixtures that require a minimum of steel.

**The Star**  
(fluorescent)



**The Commodore**  
(incandescent)

The Wakefield Star and Commodore both have reflectors made of non-critical Plaskon. Only hangers and wire-ways are metal. Thus, specifying Wakefield Stars or Commodores saves critical material while insuring ideal lighting conditions.

The translucent plastic reflectors completely shield the lamps, and provide a smoothly distributed, well-balanced light, free from glare and sharp brightness contrasts. The ceiling becomes the primary source of light, with the fixture and side-walls becoming a secondary source—a basic requirement of supplementary lighting for "Co-ordinated Classrooms."

Write for your copy of our 20-page booklet, "Supplementary Lighting for the Co-ordinated Classroom." Address The F. W. Wakefield Brass Company, Vermilion, Ohio.

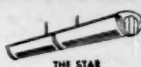


# Wakefield Over-ALL Lighting

**BASIC FOR CO-ORDINATED CLASSROOMS**



THE COMMODORE



THE STAR



THE WAKEFIELD CEILING



## What's New ...

### Product Literature

• Over sixty types and sizes of Penco lockers are described in the new 20 page **Penco Steel Locker Catalog No. L-100**. Complete specifications are given on the lockers with helpful suggestions on how to provide better clothing storage facilities while saving valuable floor space. The catalog illustrates and describes current ideas in locker room layout for maximum efficiency and lowest maintenance cost. It also covers the subject of ventilation, featuring the new Penco Air-Flow Locker which is specially designed for recessed wall-type installation in buildings equipped with complete air conditioning. Available from Penn Metal Corporation of Penn., 50 Oregon Ave., Philadelphia 48, Pa., the catalog is fully indexed and cross-referenced. (Key No. 738)

• The new 1952 illustrated catalog of "Films From Britain" lists nearly 300 16 mm. sound films available from British Information Services, 30 Rockefeller Plaza, New York 20. In addition to descriptive listings of all general and specialized films, the new catalog has a section entitled "The Motion Picture—The Art and Its Artists." This section lists pictures which give the cinema the status of a true art form. (Key No. 739)

• A colorful new 24 page 1952 Catalog of **Monroe Folding Tables** is available from The Monroe Company, 77 Church St., Colfax, Iowa. Featured is the Monroe De Luxe Folding Pedestal Banquet Table with rigid chassis, non-tip construction, storage case, no knee interference and exclusive locking design. Also included is descriptive information on and illustrations of other Monroe folding tables and benches, as well as folding chairs and other equipment. The theme of the book is "Tomorrow's Tables Today." (Key No. 740)

• Descriptive information and specifications on the **Tornado Model 230 Noiseless Vacuum Cleaner** are given in a folder issued by Breuer Electric Mfg. Co., 5124 N. Ravenswood Ave., Chicago 40. Photographs illustrate the various uses to which this unit can be put in an institution and the building maintenance and rug and upholstery attachments are illustrated and described. (Key No. 741)

• The 15th Edition of the **Post Catalog of 16 mm. Sound Films** is now available from Post Pictures Corp., 115 W. 45th St., New York 19. The catalog has two new features, the "4 Star Group" of major features and the "Monogram Feature and Western Section." (Key No. 742)

### Methods Manuals

"First Aids in Scrap Salvage" is the title of a folder prepared by The International Nickel Co., Inc., 67 Wall St., New York 5. Those responsible for identifying nickel and other strategic metals for recovery, to stretch critical supplies, will find this folder most helpful. A 48 page booklet entitled "Rapid Identification of Some Metals and Alloys" is also available as a valuable reference source for those charged with this important work. (Key No. 743)

The revised booklet, "Radio—The Classroom's Newest Teaching Tool," carries a new section on "Radio in the School's Civilian Defense Plan" which should be of particular interest today to school administrators and their assistants. Subjects covered in the booklet tell how schools are using radio today, classroom radio reception, getting the most out of in-school radio programs, your own radio broadcasts, and equipment designed for school radio programs. The booklet is issued by Freed Radio Corp., Educational Products Div., 200 Hudson St., New York 13, manufacturer of the Freed-Eisemann Educator, the FM-AM classroom radio receiver. Standard AM and FM educational radio stations are listed by states. (Key No. 744)

(Continued on page 196)

• easy on the eyes...  
• easy on the budget...



**SON-NEL Color**  
**CHALKBOARDS**



Spruce Green  
Sage Green  
Russet Brown  
Mauve Brown  
Blue  
Coral

SON-NEL Color Chalkboards step-up classroom attentiveness through color harmony. There is a soft SON-NEL pastel to blend with every decorative theme... and chalkboards by SON-NEL are so legible... fully fade-and-glare-proof... suitable to every climate, all exposures.

Ask your supplier, your architect  
...or write for detailed information and prices



**SON-NEL PRODUCTS CO.**  
10222 PEARMAIN STREET  
OAKLAND 3, CALIFORNIA

Dealerships available

**QUICKLY FOLDS OR UNFOLDS** for changing ROOM USES



**Mitchell**  
**FOLD-O-LEG**  
**tables**

**MORE** seating capacity  
**MORE** leg comfort  
**MORE** exclusive features  
**MORE** strength and rigidity  
**MORE** for your money

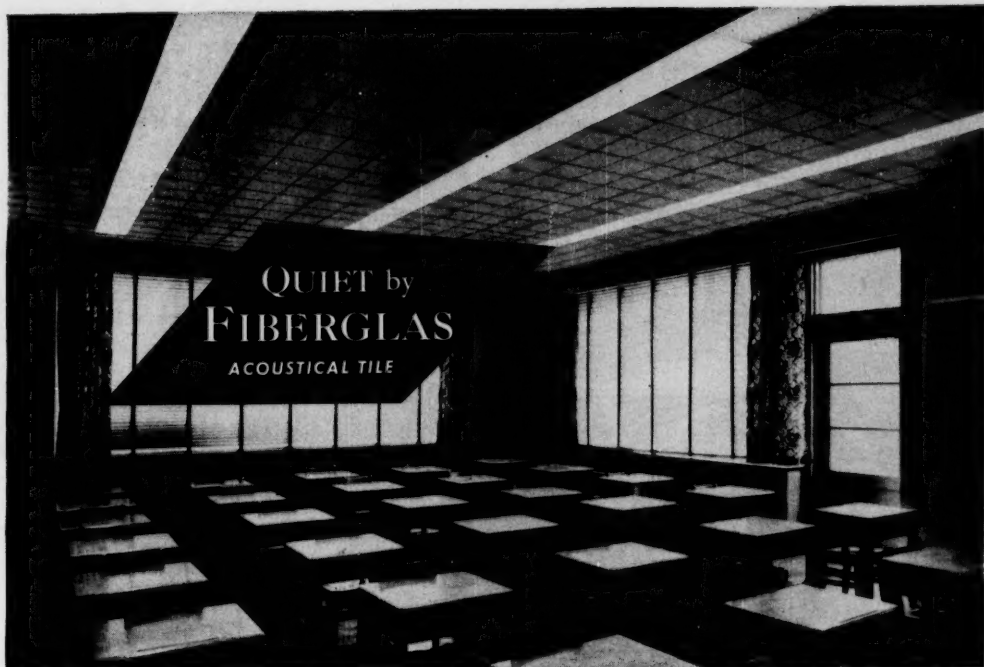
**MITCHELL DISPLAYS**

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Send for folder with complete specifications.

**MITCHELL MANUFACTURING COMPANY**  
2734 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!



PENN VALLEY SCHOOL, LOWER MERION, PA. ARCHITECTS: WALTER KARCHER & LIVINGSTON SMITH

## INVITES LISTENING AND LEARNING ... FIRE SAFE ABOVE ALL!



The cost of a non-combustible acoustical ceiling is smaller than you might think—especially with Fiberglas\* Acoustical Tile. High in noise-reduction efficiency, it is one of the lowest cost mineral-type acoustical materials available.

There is tangible evidence as to the merits of soundproofing schools—how learning and progress increase—how teachers find pupils more attentive and responsive. But there's a practical side, too.

Fiberglas Acoustical Tile offers the advantage of quiet, fire safety and beauty, plus cleanliness, easy maintenance and good light reflection.

Get the booklet "QUIET" and learn the many important values to be gained—whether you are planning a new school, or remodeling an existing one. Call your Fiberglas acoustical contractor, listed in the yellow pages of the phone book, or write: Owens-Corning Fiberglas Corporation, Dept. 140-D, Toledo 1, Ohio.



\*Fiberglas is the trade-mark (Reg. U.S. Pat. Off.) of Owens-Corning Fiberglas Corporation for a variety of products made of or with fibers of glass.



### SOUND CONTROL PRODUCTS



Acoustical Tile



Noise-Stop Baffles



Ceiling Board



Membrane Faced Acoustical Tile

# Fight Grime

with Better FLOOR CARE!

STEEL WOOLING  
POLISHING  
BUFFING  
SCRUBBING  
DISC SANDING



*Save Labor*  
WITH **AMERICAN**

One machine does ALL! This efficient American does all jobs in floor maintenance... saves time and labor, cuts costs... and increases the life of floors! Big power for scrubbing or polishing asphalt or rubber tile, terrazzo and all types of floors... removing gummy, sticky accumulations... sanding operations... steel wool operations, dry cleaning... and buffing or burnishing. All popular sizes. Also—you can reduce maintenance and cleaning costs on *any* floor with American Floor Finishes—cleaners, seals, finishes and waxes produced with nearly half-a-century's experience in floor problems.

**NEW**  
LINE  
OF FLOOR  
MATERIALS

**FREE  
DEMONSTRATION**  
Your local floor expert, the American distributor, will gladly arrange a demonstration of machines and finishes for your requirements.

## SEND COUPON!

The American Floor Surfacing Machine Co.  
548 So. St. Clair St., Toledo 3, Ohio

- ☐ Send latest catalog on the following, without obligation:  
☐ Maintenance Machine ☐ Floor Finishes  
☐ Please arrange a **FREE** demonstration of the American Deluxe Floor Maintenance Machine and American Floor Finishes. No obligation.

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# HERRICK

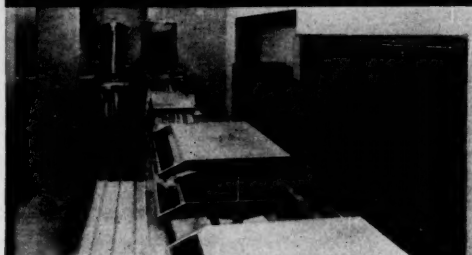
STAINLESS STEEL REFRIGERATORS

*Performance-Proved*

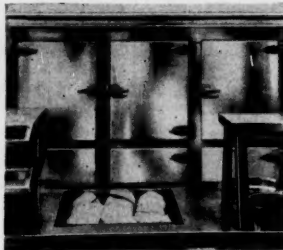
in the new cafeteria of

**MINNESOTA MINING & MANUFACTURING COMPANY**

St. Paul, Minnesota



Above: Partial view of service counter in new 3M Company Cafeteria showing one of the Herrick RSS66 Double-Front Pass-Through Stainless Steel Refrigerators installed there.



Left: A close-up view of another Stainless Steel Herrick serving this modern cafeteria.

Herrick units were supplied by Joesting & Schilling Company, St. Paul.

In its new office building at St. Paul, Minnesota Mining and Manufacturing Company has provided a modern employee cafeteria. To keep foods served here at the peak of freshness and flavor, this famous maker of "Scotch" tape, "Scotchlite" reflective sheeting and "3M" abrasive and chemical products selected HERRICK Stainless Steel Refrigerators. • Two six-door double front pass-through HERRICKS and one four-door HERRICK supply just the right combination of chilling, air purification, circulation and humidity to prevent food spoilage, avert discoloration and reduce shrinkage. For beauty, performance and cleanliness, HERRICK Stainless Steel Refrigerators are unsurpassed. Write today for the name of nearest HERRICK supplier. Do it now!

**HERRICK REFRIGERATOR CO., WATERLOO, IOWA  
DEPT. N. COMMERCIAL REFRIGERATOR DIVISION**

**HERRICK**

*The Aristocrat of Refrigerators*



**Chef-of-the-month Domenic Schiarizzi says:**  
**"You're Sure of Excellent Cooking with**  
**WEAR-EVER ALUMINUM"**

You'll find Wear-Ever Aluminum Utensils assure perfect cooking every time. That's because aluminum spreads heat quickly and evenly and gives perfect fidelity to recipes. Foods always cook uniformly. And "friendly-to-foods" aluminum safeguards natural tastes and flavors.

Wear-Ever utensils are made of an extra-hard, extra-tough aluminum alloy. This unusually strong alloy withstands denting and gouging—gives extra years of service—cuts replacement costs. And Wear-Ever equipment stays new-looking—remains an asset to your kitchen. Remember, *only* Wear-Ever uses extra-hard aluminum alloy for *all* utensils. See your supply house representative or mail coupon below for details.

**IN TWO STYLES**

Any of the Wear-Ever Professional Stock Pot sizes listed below can be furnished with faucets and strainers at extra cost.



- |                      |                      |
|----------------------|----------------------|
| No. 4303....3 gals.  | No. 4307½...7½ gals. |
| No. 4305....5 gals.  | No. 4310....10 gals. |
| No. 4306....6 gals.  | No. 4315....15 gals. |
| No. 4320....20 gals. |                      |

**Chef-of-the-month**—He's Domenic Schiarizzi, Executive Chef of the Sheraton Plaza in Boston, famous throughout New England for its wonderful cuisine. Chefs, dieticians and cooks everywhere prefer Wear-Ever Aluminum cooking utensils.

**Utensil-of-the-month**—It's the new Wear-Ever Aluminum Professional Stock Pot. Stamped from an individual sheet of extra-hard, extra-tough aluminum alloy. Sides and bottoms are of uniform thickness. Utensil has new-type, sanitary open head for easy cleaning. Available in seven sizes from 3 gallons to 20 gallons.

**WEAR-EVER**



The Aluminum Cooking Utensil Company  
 3504 Wear-Ever Bldg., New Kensington, Pa.

Please send me your catalog of Wear-Ever Utensils for restaurant, school, club and hospital kitchens.

NAME.....

TITLE.....

Fill in, clip to your letterhead and mail today



## What's New ...

The 1952 edition of the "Basketball Book for Scouting and Scoring" is now available from Hillyard Chemical Co., St. Joseph, Mo. New features, including special scouting and scoring pages designed by outstanding coaches, are included in this eighth edition. Over 100 illustrations of modern gymnasiums supplement the text which contains the latest technical information on official basketball signals for referees, manuals for basketball timers and scorers, charts for score keeping and diagramming of competitive play and the scouting of individual players. Included are technical aids for the treatment and maintenance of gymnasiums and helpful architects' specifications for finishing new gym floors, refinishing old floors and showing standard markings and proper court dimensions. (Key No. 745)

### Film Releases

"The Meaning of Engagement," 1 1/4 reels, sound, color or black and white. "What Is Conscience," 1 reel, sound, color or black and white. "Let's Pronounce Well," 1 reel, sound, color or black and white. "Look It Up! (Dictionary Habits)," 1 reel, sound, color or black and white. "Geography of the Southwestern States," 1 reel, sound, color or black and white. "Better Choice of Words," 1 reel, sound, color or black

and white. Coronet Films, Dept. NS, 65 E. South Water St., Chicago 1. (Key No. 746)

"Alcoholism," 22 minute educational motion picture intended for high school health and hygiene, problems of democracy and guidance classes and for college and adult levels, designed to help focus interest on the tragedy of excessive drinking, to help change public opinion, to dispel some myths about alcoholism and to emphasize uncontrolled drinking as an illness requiring treatment. Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 747)

"The Bully" and "Cheating," each 1 reel, 16 mm. sound, two new titles in "Discussion Problems in Group Living" series. "U. S. Regional Geography Series," 10 filmstrips in color. "Elementary Science Series Set 2," 6 filmstrips in color. "Experiences in Living Series," 6 filmstrips, kindergarten-primary grade level. "Songs to Sing Series," 4 filmstrips in color, words and music of 16 well-known songs for group singing, grades 1 to 6. Young America Films, Inc., Dept. NS, 18 E. 41st St., New York 17. (Key No. 748)

### Suppliers' News

Claridge Products Co., manufacturer of school seating, announces removal of its

offices from 6713 N. Olmstead St., Chicago 31, to 4606 W. 20th St., Chicago 50.

H. J. Heinz Co., Pittsburgh, Pa., manufacturer of food products, announces the opening of its new modern Vinegar Building which is now producing Heinz White, Cider, Malt and Tarragon Vinegars.

Knapp Brothers Mfg. Co., manufacturer of metal building specialties, announces removal of its plant from Cincinnati, Ohio, to 16 E. 72nd St., Carthage, Ohio.

Schieber Sales Company, 12720 Burt Rd., Detroit 23, Mich., has been organized to handle national sales of Schieber In-Wall Folding Tables and Benches. This equipment is designed to conserve space by providing tables and benches which can be folded into the walls when not in use, thus permitting the same space to be used for instruction or recreation, as well as for lunch room purposes. E. Robert Haws has been named General Manager of the new sales company.

Vulcan Hart Mfg. Co., Inc., 2006 Northwest Pkwy., Louisville 3, Ky., manufacturer of cooking equipment, announces the acquisition of the line of steam-jacketed kettles, meat roasters, coffee urns and milk pasteurizers manufactured by Royce L. Parker Inc., Addison, Ill.



## PROTECT YOUR BUILDINGS

**SPECIFY**  
**WESTERN WATERPROOFING COMPANY**  
**FOR:**

- Waterproofing
- Weatherproofing
- Building Restoration
- Building Cleaning
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Over 35 years experience serving building owners and architects throughout the nation.




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A MISSOURI CORPORATION GIVING  
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# PAGE FENCE

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in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Los Angeles, Philadelphia, New York or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.



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Stokes Interiors, Inc., Mobile  
J. G. Whiddon, Montgomery

ARIZONA  
M. H. Baldwin, Tucson

CALIFORNIA  
Coast Insulating Products, Los Angeles  
Hal E. Nishoff & Associates, San Diego  
Cramer Company, San Francisco and Fresno

COLORADO  
Construction Specialties Co., Denver

CONNECTICUT  
W. T. Roberts Construction Co., Hartford

DISTRICT OF COLUMBIA  
Kane Acoustical Co., Washington

GEORGIA  
Dumas and Searl, Inc., Atlanta

ILLINOIS  
General Acoustics Co., Chicago  
Malvin R. Murdy, Moline

INDIANA  
The Baldus Co., Inc., Fort Wayne

IOWA  
Kelley Asbestos Products Co., Sioux City  
and Des Moines

KANSAS  
Kelley Asbestos Products Co., Wichita

KENTUCKY  
Atlas Plaster & Supply Co., Inc., Louisville

LOUISIANA  
Pioneer Contract & Supply Co., Baton Rouge

MASSACHUSETTS  
W. T. Roberts Construction Co., Cambridge

MINNESOTA  
Dale Tile Company, Minneapolis

MISSISSIPPI  
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wood

MISSOURI  
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Hamilton Company, Inc., St. Louis

NEBRASKA  
Kelley Asbestos Products Co., Omaha

NEW JERSEY  
Kane Acoustical Co., Fairview

NEW YORK  
Robert J. Harder, Lynbrook, L. I.  
Kane Acoustical Co., New York  
Davis-Patch & Co., Inc., Buffalo, Rochester  
and Jamestown

NORTH CAROLINA  
Best Building Equipment Co., Charlotte

OKLAHOMA  
Harold C. Parker & Co., Inc., Oklahoma City  
Kelley Asbestos Products Co., Tulsa

OHIO  
The Mid-West Acoustical & Supply Co.,  
Cleveland, Akron, Columbus, Dayton,  
Springfield and Toledo

OREGON  
Acoustics Northwest, Portland  
R. L. Effstrom Co., Salem

PENNSYLVANIA  
Jones Sound Conditioning, Inc., Ardmore

TENNESSEE  
D. E. Madden Co., Inc., Memphis  
John Beretta Tile Co., Inc., Knoxville  
The Workman Co., Inc., Nashville

TEXAS  
Blue Diamond Company, Dallas  
Otis Massey Co., Ltd., Houston  
Builder's Service Co., Fort Worth

UTAH  
Utah Pioneer Corporation, Salt Lake City

VIRGINIA  
Manson-Smith Co., Inc., Richmond

WASHINGTON  
Elliott Bay Lumber Co., Seattle

WISCONSIN  
Building Service, Inc., Milwaukee  
and Green Bay

CANADA  
Albion Lumber & Millwork Co., Ltd.  
Vancouver  
Hancock Lumber Limited, Edmonton



**CHILDREN STUDY  
BETTER IN  
QUIET  
CLASSROOMS**



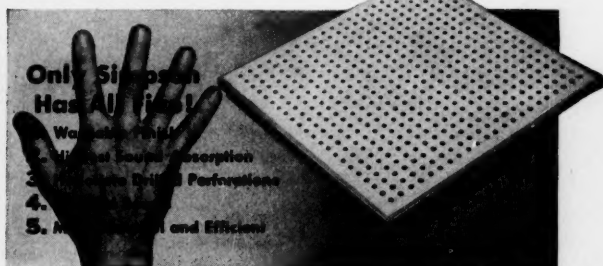
SCHOOL CHILDREN study and concentrate better when conditions are relaxed and quiet... and teachers, too, do a better job in classrooms which have been noise-conditioned.

School officials and architects recognize these facts, and more and more are insisting on the use

of Simpson Acoustical Tile as the ideal material to control irritating and distracting noise in classrooms, auditoriums and corridors.

Simpson—and only Simpson Acoustical Tile—has *all* of these **BIG FEATURES**: Washable Finish; Highest Sound Absorption; Hollokore Drilled Perforations; Finished Bevels. For sound-control information—for new construction or remodeling—contact your nearest Simpson Acoustical Contractor, listed at the left.

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Has All This!**

1. Washable Finish
2. Highest Sound Absorption
3. Hollokore Drilled Perforations
4. Finished Bevels
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That's why Honeywell has worked for many years with leading educational authorities and universities, studying classroom environment.

And that's why educators are showing a growing interest in the new principle of the "coordinated classroom"—a schoolroom where seating, lighting, noise level, heating and ventilating are properly regulated for better learning.

The great potential inherent in this

idea was shown by recent tests where students of all I. Q. levels in "coordinated classrooms" made greatly improved progress. The result was better grades for all!

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*This advertisement—which recently appeared in The Saturday Evening Post, Time and Newsweek—is Honeywell's way of telling the public of the work educators are doing to improve the schools of the nation.*